



**Equitas Academy 7 Charter School  
New Charter Petition  
2022-2027**

Respectfully Submitted to Los Angeles Unified School District  
Charter Schools Division  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

March 30, 2022

**Contact:**

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## Federal, State and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Dear Applicants:

On the following pages, you will find the “Federal, State, and District Required Language” (“FSDRL”) that must be included in a comprehensive independent charter school petition.\*

**Please follow the instructions below:**

- ☐ Check the Charter Schools Division website (<http://charterschools.lausd.net>) to ensure that this document is the current version of the FSDRL, as it may be changed from time to time.
- ☐ Provide the “Assurances, Affirmations, and Declarations” page (the first two pages of the FSDRL) at the beginning of the petition, immediately after the table of contents.
- ☐ Place the FSDRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the FSDRL, including the statutory language for each Element.
- ☐ Highlight all FSDRL in gray, as shown here, to facilitate easy identification of the FSDRL within the petition. Do not highlight any other text in gray.
- ☐ On the “Assurances, Affirmations, and Declarations” page, replace “[Charter School]” with the name of the proposed charter school and replace “[short form of school name]” with an appropriate identifier.
- ☐ **Do not add, delete, or change any provision of the FSDRL other than the instruction above.**
- ☐ **Ensure that all other provisions in the charter petition do not duplicate and are otherwise consistent with the provisions of the FSDRL.**

**\*NOTE: Public School Choice (PSC) charter schools seeking renewal must include in their renewal petitions the PSC-specific version of the FSDRL. Other charter schools, such as conversion independent and non-classroom based charter schools, may be required to include context-specific FSDRL as well.**

## Assurances

Equitas Academy 7 (also referred to herein as “EQ7” and “Charter School”) shall:

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

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

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

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

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

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

<b><u>GENERAL INFORMATION</u></b>	
The contact person for the Charter School is:	Margaret Ford, COO
The contact address for the Charter School is:	1700 W Pico Blvd Los Angeles, CA, 90015
The contact phone number for the Charter School is:	(213) 271-5454
The current address of the Charter School is:	1612 Pico Blvd Los Angeles, CA 90015
This location is in the LAUSD Board District:	2
This location is in the LAUSD Local District:	Central
The grade configuration of Charter School is:	TK/K - 12
The number of students in the first year will be:	100
The grade level(s) of the students in the first year will be:	TK/K- 8
The Charter School's scheduled first day of instruction in 2021-2022 is:	September 6, 2022
The enrollment capacity is:	1000
The type of instructional calendar (e.g., traditional/year- round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	7:55 a.m. – 3:30 p.m.
The term of this Charter:	July 1, 2022 to June 30, 2026

## **COMMUNITY NEED FOR CHARTER SCHOOL**

Equitas Academy 7 (“EQ7”) is a proposed new (TK-12) charter school to be located within the Los Angeles Unified School District (“LAUSD” or “District”) in the Pico-Union area of Los Angeles. EQ7 will be operated by Equitas Academy Charter School, Inc. (“Equitas Schools,” “Equitas,” “CMO,” “Network,”), which also operates:

**Equitas Academy:** 450 scholars in grades TK-4; opened 2009, *CA Gold Ribbon School*

**Equitas Academy 2:** 400 scholars in grades 5-8; opened 2013, *CA Gold Ribbon School*

**Equitas Academy 3:** 500 scholars in grades TK-4, opened in 2015

**Equitas Academy 4:** 250 scholars in grades 5-8; opened in 2017, expanding to 400 scholars in grades 5-8 by 2023-2024

**Equitas Academy 5:** 115 scholars in TK-4 opened in 2019; ultimately will serve 500 scholars.

**Equitas Academy 6:** 120 scholars in TK-4 opened in 2020; ultimately will serve 500 scholars.

All of the Equitas Schools are located in the Pico-Union community, where our Founder and CEO, Malka Borrego, was raised. Equitas has proven that a strong culture, with family, scholar and staff dedication can lead to academic success. Ms. Borrego founded our first school, Equitas Academy, in 2009 at the culmination of her participation in the prestigious BES Fellowship program, a national incubator and school leader training program that has led to the opening of 120+ charter schools located in 29 high-need urban areas nationally, including some of the nation’s top-performing urban schools.<sup>1</sup> As part of one of the first cohorts of BES Fellows in Los Angeles, Ms. Borrego has gone on to mentor subsequent BES Fellows as they have launched additional high-performing charter schools in Los Angeles, and has used the flagship school as a training site for future and existing school leaders.

We are proud of our accomplishments over our thirteen-year history, including:

- In 2013-14, the California Department of Education (“CDE”) awarded our flagship school, Equitas Academy, prestigious recognition as a California Distinguished School and in 2015-16, designation as *a Gold Ribbon School*.
- Our first middle school, Equitas Academy 2, also received *Gold Ribbon School* designated from the California Department of Education in 2016.
- Our flagship school, Equitas Academy, also received rankings from the California Charter Schools Association (CCSA), based on its Accountability Framework which assigns a ranking for all public schools in California based on data from CDE, **has a State Rank of 9/10 and a Similar Schools Rank of 10/10.**
- In 2020, Equitas Academy, Equitas Academy 2, Equitas Academy 3 were named some of the top public schools in Los Angeles County by a report published by Innovate Public Schools and by the USC Sol Price School of Public Policy and the USC Rossier School of Education.
- Our school leaders and teachers have attended significant professional development training including:
  - RELAY Getting Better Faster Training, June-October 2017
  - Achievement First Navigator Training in New York for ELA Instruction, June 2018
  - Achievement First Accelerator Training from Jan 2016-June 2018

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<sup>1</sup> <http://bes.org/>



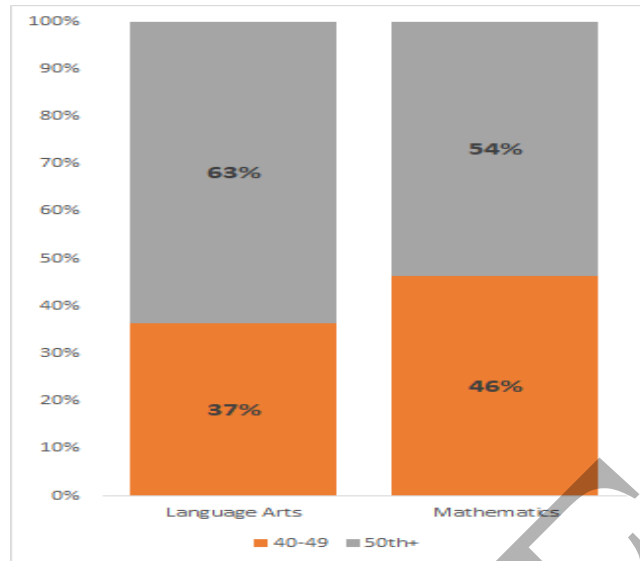
- Leaders of Emerging Network Program for Coaches and School Directors, July 2018-May 2019
- Standards Institute Training for Coaches, Deans, and School Directors, July 2018
- Navigator MS Lit Program Participation Achievement First, June 2018 - June 2020

Equitas Schools provide an environment that maximizes the opportunity for academic and life success for every scholar. The Equitas model upholds a rigorous academic program and serves the specific academic and developmental needs of scholars in grades TK-12. Equitas is a Latin word for justice, equity, and fairness. Our name guides the founding principle of the school. Too often, scholars enter schools lacking the strong study skills and content knowledge necessary to graduate and advance onto four-year colleges and universities. Equitas is a place to provide our scholars an equitable learning experience encouraging their development into persons capable of and determined to make meaningful contributions to society, and thereby fulfilling the educational goals to become self-motivated, competent and lifelong learners. As detailed fully in this petition, Equitas Schools have five core beliefs to fulfill our mission, based on best practices and research:

1. Equitas holds high academic and behavioral expectations for every scholar.
2. Equitas engages and grows competent and experienced school leadership and staff.
3. Equitas offers a rigorous academic program with intentional scholar support.
4. Equitas provides clear standards, research-proven curriculum, and frequent assessments.
5. Equitas is a mission-driven school community.

The proven success of our model is helping to demonstrate that all children, including those who are English Learners, socio-economically disadvantaged, Latino/a, special needs and who come from families where the adults have not completed high school can succeed in meeting our high expectations for success. We will build upon this success, and lessons learned throughout the Covid -19 Pandemic as we deliver a model that blends the best of our in-person learning with the best of our distance learning. Throughout the pandemic our community has told us that individualized learning where they have some control over the time and space that learning occurs is a need that currently is unfulfilled. Equitas Academy expects EQ7 to be an option to families looking for a blended learning option and many of our students are already enrolled in our independent studies offerings. We have over 100 families who have already indicated interest in enrolling into Equitas Academy 7. Further, we expect our 8th graders matriculating from our two middle schools to enter EQ7 for the high school option, thus creating a community of school's pattern. Our community has been asking for a high school option to create a community of schools. Equitas Academy has been serving this community since its first year of operation in 2009, and will continue to draw enrollment from our existing families and community.

Our plans for expansion come from our community who want more flexibility and the academic success we saw this year when we piloted a new curriculum. During the Winter 2022 NWEA MAP Scores for scholars participating using a new blended learning curriculum, we saw scholars exceed their expected growth.



In piloting a new curriculum and a new model, and having some initial success with over 63% of scholars in ELA and 54% in Math meeting our benchmark standards. For this reason, we are excited to bring a new schooling model to the Pico Union community.

We have designed a strategic plan to involve all members of the school community in the pursuit of our mission, and to continuously channel our collective energies towards our unrelenting goal of academic achievement and college readiness for every child. Within our achievement-oriented school community, we will engage all community stakeholders in the development of the school's core values— curiosity, optimism, gratitude, grit, social intelligence and zest.

### **Board of Directors**

The Board of Directors is a group of dynamic, passionate, mission-driven professionals committed to the success of every student at Equitas. The Board of Directors brings expertise, time, and commitment to excellence in governing the management of the charter schools and is prepared to govern EQ7 by enacting policies that promote the school's ambitious academic goals.

### **Leaders**

Our School leader (i.e., school director) serve as the principal for the school and implements the school's mission. Our school leader supports the work of teachers to ensure the staff is able to successfully deliver the rigorous academic program, monitor, and adjust the program to meet the individual needs of the students. The leaders are experienced and trained to meet the ambitious goals set forth in the mission, and the school staffing plan allows them to ultimately follow the student's past graduation to ensure we fulfill our mission.

### **Teachers**

Teachers are hired because of their unwavering belief that students can learn and achieve at high levels and their demonstrated capacity that they can deliver on this belief. Teachers are committed to the planning and delivery of standards-based lessons daily, as well as providing daily, individualized academic support as needed. All students will be supported in meeting rigorous standards with one-on-one tutoring provided by teachers during designated enrichment time, after school and during Saturday and summer enrichment (as needed).

### **Parents**

A parent engaged in a child's education directly supports a child's academic success. To support parental engagement, EQ7 will provide family orientations, parent workshops, and frequent communications between school and home. Prior to entering the school, parents are invited to attend an informational session. After the school lottery which is held only in the case that enrollment interest exceeds the school's capacity, families are invited to attend an orientation meeting in which school leaders will explain the school mission, philosophy, code of conduct and family responsibilities; Spanish translation is provided at these sessions. Parent's participation in the pre-lottery and post-lottery information sessions has no impact on their child's eligibility for enrollment in the school. Before the first day of school, EQ7 leadership and staff will ensure families are knowledgeable about the school and understand their commitment to their child's education by having families acknowledge and sign a contract.

Parents will be invited to attend Family Workshops provided and facilitated by the School Director along with teachers. These workshops will include Spanish translation for non-English speaking parents. The workshops will be held at times conducive to various family schedules. Workshop topics will include the transition from elementary to middle school, preparation for college preparatory high schools, and college field trips and informational sessions. Families also will have an opportunity to inspire the workshop topics. In helping our students reach a high level of rigor, we will ensure we are meeting the needs of our families whether they speak a language other than English or have limited educational backgrounds.

Cafecitos (or coffee talks) will occur in the morning once a month with parents, school leadership and/or teachers, communicating curriculum, homework supports, and strategies to help each child succeed. Cafecitos are a time for parents and the school to communicate and build relationships all in support of the school's ambitious and critical mission. The School Director will facilitate in English and Spanish (and/or other languages as needed).

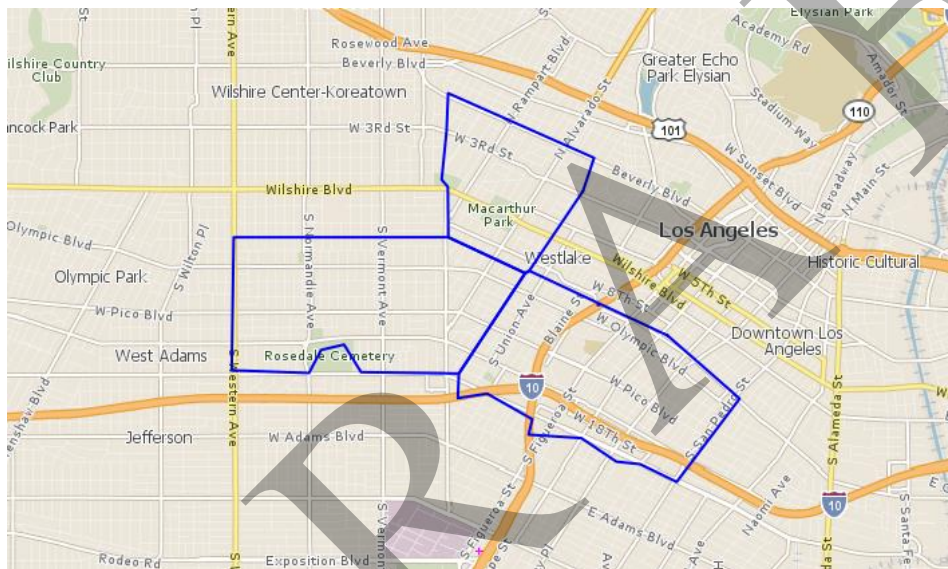
### **Students**

With support, students will embrace the strong school community environment and demonstrate the school mission through their academic performance, internalization of the school's core values and involvement in the community. Our students will manifest the academic behavioral and leadership goals of the school. As students are driven to push themselves through goal setting, from the first day of school, students will set academic and personal goals. Teachers will communicate with students on a daily, weekly, and on a trimester basis regarding goals. In addition, parent-teacher-student conferences will be a time that unifies all three constituencies as well as motivates the student and builds the strong relationships needed to ensure students meet the high expectations placed on them and set by them. We will pay particular attention to following our students after matriculation by developing an alumni network. Our attention with alumni exemplifies our college-driven focus. Alumni will be given opportunities to return to Equitas to tutor students, participate in high school chats and mentor members of the current student body.

## **STUDENT POPULATION TO BE SERVED**

### **Target Population**

EQ7 will serve grades TK/K-12. Our target neighborhood is Pico-Union/MacArthur Park (zip codes 90015), illustrated in the map below – with the adjacent boundaries of West Pico, one block west of Union, within a mile of the flagship school. The Pico-Union<sup>2</sup> community derives its name from the intersection of Pico Boulevard and Union Avenue, west of downtown Los Angeles, thus our new school facility is literally in the heart of this neighborhood. Pico-Union is a very densely populated neighborhood: ZIP code 90015 has almost 19,000 people in just 1.7 square miles, ZIP code 90006 has more than 59,000 people in 1.9 square miles, and 90057 has approximately 45,000 people in less than one square mile. 12 On average, Los Angeles has almost 7,000 people per square mile; these three ZIP codes average 27,333 per square mile (statewide, the ratio is just 282.5 people per square mile in all of California; nationally it is just 88 people).



<sup>2</sup> Pico-Union, a sub area of Los Angeles includes the following boundaries: Olympic Boulevard to the north, Hoover Street to the west, the Santa Monica freeway to the south, and the Harbor freeway to east.

## Pico-Union Demographics

Education Levels		National	Gender	
Master's degree or higher	3%	12%	Female	50%
Bachelor's degree	12%	20%	Male	50%
Some college or associate's degree	17%	29%	Age	
High school diploma or equivalent	23%	27%	<10 years	13%
Less than high school diploma	45%	12%	10-17 years	10%
Hide ^			18-24 years	11%
Racial Diversity			25-34 years	20%
Hispanic	80%		35-44 years	14%
Asian	12%		45-54 years	13%
White	4%		55-64 years	10%
African American	3%		65+ years	11%
Two or more races	0%		Hide ^	
Other race	0%			
American Indian or Alaska native	0%			
Hawaiian or other Pacific Islander	0%			

Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two working adults needs to earn \$73,615 annually to be self-sustaining (not needing public assistance) in Los Angeles.<sup>3</sup> This equates to \$17.70/hour per adult; the federal poverty line rate equates to just \$5.00/hour. *In other words, as many as 85-90% of families in these zip codes are living in poverty based on the economic realities of the area.*

In addition to residing in an economically impoverished community, Pico-Union residents lack educational attainment: 47% do not have a high school diploma (including 30% of adult residents having less than a 9<sup>th</sup> grade education). Only 14.5% have at least a Bachelor's degree, less than half the rate city-wide (29.2%). It is well-documented that scholars from families with low levels of parental educational attainment are at a greater statistical risk of dropping out.<sup>4</sup>

<sup>3</sup> <http://livingwage.mit.edu/counties/06037>; the calculator uses “a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.

<sup>4</sup> Hammond, C., et al., (2007). *Dropout Risk Factors and Exemplary Programs*. National Dropout Prevention Center Network.

## **Equitas Academy 7 Will Meet the Needs of the Pico-Union Community**

Certain key foundational beliefs and practices have helped us build an innovative, successful and engaging public education program:

***College preparatory curriculum that begins in kindergarten:*** For scholars who live in a community where more than 30% of adult residents have less than a 9<sup>th</sup> grade education and a total of 47% do not have a high school diploma, we work hard to help our scholars believe that college is a realistic and attainable goal for each and every one of them. Our scholars are explicitly taught the importance of attending and graduating from college. Every classroom features college and university signage and decorations. Scholars are addressed individually as scholars and collectively as the year that they will graduate from college (kindergarteners that start in school in the fall of 2019 are called “The Class of 2036”). Additionally, every year, beginning in kindergarten, scholars visit colleges and universities, tour the campuses, and sit in on classes. By exposing scholars to the skills and knowledge they need to succeed in college and simultaneously stressing that every EQ7 scholar can and will attend and graduate from college, we help to dramatically improve the educational outcomes for the scholars of Pico-Union.

***Laser focus on the core content areas of literacy, mathematics:*** Our academic program is centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social studies and science. Scholars will benefit from longer literacy and math instruction in the primary years. Specific attention and longer instruction in literacy will ensure scholars have early literacy success that supports them to higher levels of achievement. The overall literacy program is based on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing.

***Intentional use of data to drive instructional decisions:*** Teachers plan and deliver instruction informed through frequent assessment where school leadership and teachers analyze assessments and plan instruction for scholars to master the individual standards embedded within them. Daily, weekly, and trimester-based systems are put in place to monitor the effectiveness of instruction and scholar learning. Teacher-created and curriculum-generated assessments are used to inform the weekly lesson plans. On a more formal basis, interim assessments are administered frequently three times a year to inform instruction and the scope and sequence of instruction is modified based on the scholar performance data in Interim Assessments. For instance, if Interim Assessments data demonstrates that our scholars have not mastered a specific content standard, we will modify our lesson plans, re-teach and assess the content standards once again until we reach mastery. We expect scholars at EQ7 to perform competitively on state and nationally-normed assessment. We expect to reach the ambitious and measurable goals outlined in the school’s accountability plan (see Elements 2/3 for further detail).

***Culturally-Relevant Learning Environment*** Our culturally-relevant learning environment honors our diverse representation of scholars as an asset to the school community. Because of the large Latino/a population, all home communications are accessible in English and Spanish. This helps to instill in our scholars that their bilingual capacities are attributes and gifts, as well as assets. We recognize our scholars have multiple identities whether as immigrants, Americans, and/or Angelinos, and we organize the learning environment to meet these needs and honor these identities. This lays the foundation for creating a school that personalizes the learning experience for each scholar, meets families’ needs, and allows teachers more time to address the needs of

each scholar. Our individualized approach to learning also best allows scholars with special needs or EL to progress academically within the regular education classroom.

Serving a population that is not traditionally college-bound, and too often does not have the core foundation to successfully complete secondary education and go on to pursue higher education, college preparation is infused into every aspect of school life. The standards-based, Common Core-aligned curriculum focuses on the core skills and content area knowledge that scholars need to excel in college preparatory high schools on their road to competitive colleges and universities. Scholars are immersed in literacy, the gateway for all future learning, and in a school language and culture that reveres and celebrates academic achievement.

Because we want our scholars to strive academically as well as more broadly in the world around them, we also expose them to as much of the wider world of art, music, recreation, and nature as possible. Scholars participate in an enrichment program on campus, participate in scholar clubs that are run by teachers and whose content includes such topics as origami, scholar government, and chess, and take field trips regularly throughout the year.

### **Blended Learning Model**

Students move on an individually customized, fluid schedule among learning modalities, and the teacher of record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. In this model scholars will begin with an individualized learning plan. Scholars will interact with online content in their brick and mortar school coupled with individual enrichment and intervention, special services and supplemental programs.

### **Independent Study**

EQ7 will offer a small Independent Study program for scholars who have barriers to attendance onsite. EQ7 will adhere to CDE regulations and requirements for Independent Study programs at charter school sites and California Education Code §47612.5 and §§51745 et seq. For purposes of calculating Average Daily Attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and EQ7 shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of the California Education Code §47612.5. If EQ7 offers non-classroom based instruction in excess of 20% of its total instructional minutes authorized in California Education Code §47612.5(e)(1), then EQ7 will be subject to the determination for funding requirement of §47634.2. EQ7 shall submit a request to the District for material revision in the event it surpasses the 20% threshold for non- classroom based instructional minutes. EQ7 shall not charge any fees for learners to enroll or participate in the Independent Study Program.

## **ENROLLMENT PLAN**

	2022-23	2023-24	2024-25	2025-26	2026-27
<b>TK/Kinder</b>	10	20	50	75	80
<b>Grade 1</b>	10	20	50	75	80
<b>Grade 2</b>	10	20	50	75	80
<b>Grade 3</b>	10	20	50	75	80
<b>Grade 4</b>	10	20	50	75	80
<b>Grade 5</b>	10	20	50	75	75
<b>Grade 6</b>	10	20	50	75	75
<b>Grade 7</b>	15	20	60	75	75
<b>Grade 8</b>	15	20	60	75	75
<b>Grade 9</b>	0	30	60	75	75
<b>Grade 10</b>	0	0	40	75	75
<b>Grade 11</b>	0	0	0	75	75
<b>Grade 12</b>	0	0	0	0	75
<b>TOTAL</b>	100	210	570	900	1000

## **GOALS AND PHILOSOPHY**

### **MISSION AND VISION**

EQ7 will provide a structured, achievement-based community that prepares scholars to graduate from four-year colleges and universities.

EQ7 believes scholars must have access to an achievement-oriented learning environment, beginning in kindergarten (and transitional kindergarten) to ensure all scholars make a smooth transition to the demands of college. Our vision includes a school with a college preparatory focus in the primary grades, so scholars will be able to develop the foundational skills necessary for entrance into college. We envision a school with a grade span, curriculum, and educational program that will allow scholars, despite any obstacles, to learn to read, write, and compute on or above grade level, to develop the academic and character skills that will serve them through the many life challenges they may face in accessing higher education. We envision a school in which education enriches the lives of scholars and their families and where we work closely with families to do the hard work necessary to achieve excellence and college graduation.



For the vision of EQ7 to become a reality, every decision regarding the educational program and philosophy centers on how to best drive scholar achievement by creating a small, safe and structured community enabling scholars the opportunity and support to reach the high expectations we hold for them.

### **WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY/ HOW LEARNING BEST OCCURS**

Beginning with kindergarten (including TK) Equitas believes that “college prep begins in kindergarten.” Serving a population that does not traditionally have access to quality schooling that leads to higher education, college preparation begins with the youngest of scholars, and is infused into every aspect of school life. The curriculum focuses on the core skills and content area knowledge that scholars need to excel in life and allow for graduation into competitive colleges and universities. Scholars are immersed in literacy, the gateway for all future learning, and in a school language and culture that reveres and celebrates academic achievement. Scholars are explicitly taught the importance of attending and graduating from college.

As noted by Thomas L. Friedman in his book, lectures and numerous *New York Times* articles, the world is becoming increasingly “flat.” That is to say, as a result of the Internet and increasing internationalization, the world is becoming more and more interconnected. What happens in far distant lands directly affects the health, happiness, economic-well-being and safety of Americans even if they never leave our shores. To enable students to be successful in the modern world, Equitas Academy views the following academic skills and qualities as important for an educated person:

- Proficient skills and content knowledge in English, mathematics, social studies, science and the arts
- Critical thinking skills
- In-depth cross-cultural understanding
- Intermediate fluency in at least one language in addition to the native language
- Proficient technology skills
- The ability to practice sound physical, social and emotional habits needed for physical and emotional well-being.

In order to provide scholars access to college and choice in life- sustaining employment as they move into the 21st century. In the 21st century, changes in our global society call for a new definition of “an educated person.” Access to information is central as we become more interdependent and able to communicate more freely. This interdependency requires an understanding of the global diaspora with a respectful approach to communication and interaction. This interaction requires strong literacy and mathematical ability, significant problem-solving skills and a higher level of education than ever before – aligned to living and working in a globalized new millennium. 21st century adults must be lifelong learners, have a firm grasp of computer technology, work well in a multicultural society, and be prepared to handle various careers and professions over their lifetimes. The educated person will need to work cooperatively with others from diverse backgrounds, identify and solve problems, and be able to resolve conflicts in a constructive manner. “The good jobs of the future will increasingly be tied to the global economy and will require both high-tech skills –such as data literacy and analysis - and flexible,

‘soft’ skills – such as communication and teamwork – needed to compete in the 21st century economy.” Most importantly, in a highly competitive and ever-changing work place, an educated person needs to be able to succeed and graduate from college. By integrating the needs of the 21st century into schools, scholars will grow to reach their maximum potential, and foster a lifetime love of learning.

EQ7’s educational program will enable pupils to employ the above skills as self-motivated, competent, lifelong learners.

### **GOALS FOR ENABLING STUDENTS AS SELF MOTIVATED, COMPETENT AND LIFELONG LEARNERS**

The goals and objectives of EQ7 are the following:

**GOAL:** *To prepare all students for success in secondary education, college and career*

- **Objective:** Provide educational programming of exceptionally high quality, at a level adequate to meeting the above goals for every student served by Equitas Academy. Truly excellent instruction does not just help the most advantaged, well-prepared students to achieve; it successfully personalized learning to meet the needs of all students.
- **Objective:** Use an interdisciplinary curriculum aligned with the current California content standards will enable Academy graduates to enter secondary and, ultimately, post-secondary education with strong fundamental skills as well as a sense of personal purpose and meaning.
- **Objective:** Promote supportive adult-student relationships that promote academic growth
- **Objective:** Through engaging, meaningful, real world learning, enable students to become increasingly independent learners; to become deeply and personally involved in their work; to feel not only accountable, but also engaged.

**GOAL:** *To Provide students with global and cultural awareness information literacy*

- **Objective:** Develop student competency in a world language
- **Objective:** Develop in students a high level of understanding of other cultures and peoples, by using themes in social studies and literature to explore and develop their understanding of the world
- **Objective:** Develop skills with which to use information effectively. Information literacy refers to the ability to recognize when information is needed and how to locate, evaluate, and put it to proper use.

**GOAL:** *To increase opportunities for teachers to develop as highly skilled educators.*

- **Objective:** Establish a high-functioning professional learning community continually improving instruction to raise student achievement
- **Objective:** Articulate effective instructional method so that both Equitas Academy teachers and teachers from other schools can readily learn and further refine the school’s approaches

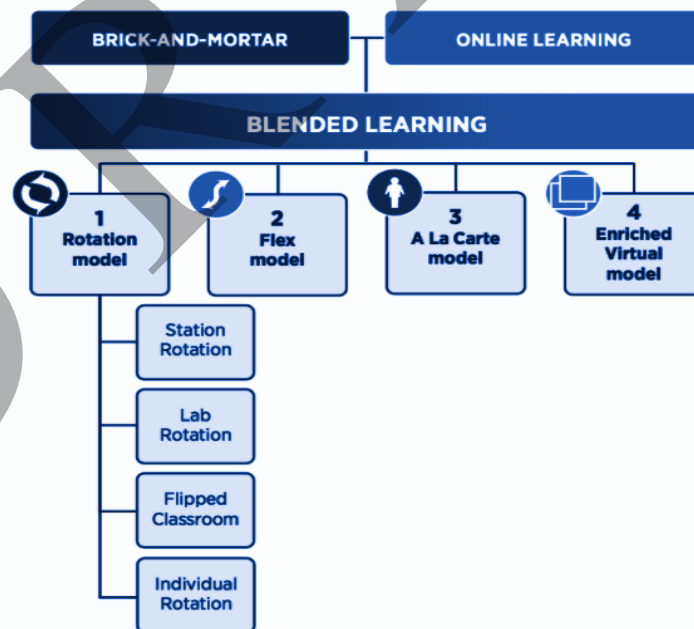
Consistent with the California Charter Schools Act, these combined goals enable all students to become **self-motivated, competent and lifelong learners**. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. EQ7 program will instill motivation by emphasizing “learning by doing,” cooperative learning and meaningful activities that engage student interest. EQ7 program will also instill competence by emphasizing problem solving and critical thinking, conceptual understanding that can be applied to real world situations, academic and social skills students need to thrive in future careers, and metacognition, or, the ability to monitor one’s own learning.

## HOW LEARNING BEST OCCURS

EQ7’s design reflects a set of beliefs about how learning best occurs. The educational design and philosophy are consistent with the school’s vision, mission, and target population and are grounded in research on best practices in education. Learning occurs best when the following conditions exist:

- Intellectually and emotionally supportive relationships with adults in the school promote academic growth. Recent research by the Economic and Social Research Council (ESRC) found that effective teachers stimulate pupils’ imaginations, challenge their views, encourage them to do great things, and motivate them through tailored teaching practices to ensure that every pupil feels a sense of achievement and valued as part of the class community (ESRC, 2009). A recent review of educational research found that children make the biggest strides when they are able to cement secure, consistent relationships with responsive adults. For classroom teachers, being responsive means being able to adapt the curriculum to address their students’ needs and interests (Wilson, 2009).
- *By making connections across disciplines, integrated curriculum helps students see real world relevance and strengthens content area learning.* An interdisciplinary, or integrated, curriculum also reinforces brain-based learning, because the brain can better make connections when material is presented in an integrated way, rather than as isolated bits of information (McBrien, 1997). Further, "The Logic of Interdisciplinary Studies," an exhaustive 1997 research report, found broad consensus among dozens of researchers as to what the report called the "positive educational outcomes" for students in an integrated studies program:
  - Increased understanding, retention, and application of general concepts.
  - Better overall comprehension of global interdependence, along with the development of multiple perspectives and points of view, as well as values.
  - Increased ability to make decisions, think critically and creatively, and synthesize knowledge beyond the disciplines.
  - Enhanced ability to identify, assess, and transfer significant information needed for solving novel problems.
  - Promotion of cooperative learning and a better attitude toward oneself as a learner and as a meaningful member of a community.
  - Increased motivation.
- Students have opportunities to explore interests and deepen content understanding and skills through application, often in authentic (real world) contexts. Authentic learning situations increase the brain's ability to make connections and retain new

- information (McBrien, 1997). Research on “authentic instruction”—instruction that is highly engaging and interactive, and which connects to students’ real lives—showed that these methods increased student scores on high stakes standardized tests . In two recent studies of Chicago public school students, the researchers found that when teachers offered less didactic and more interactive experiences, scores on the Iowa Test of Basic Skills rose significantly among a large cross section of students. (Newmann 2001; Smith, Lee, and Newmann 2001). Students who feel that academic work is meaningful are more likely to put greater effort into their work and are more likely to persist when challenged (Clark & Estes, 2002). In a study of more than 2,000 students in 23 restructured schools, Newmann, Marks, and Gamoran (1995) found much higher levels of achievement on complex performance tasks for students who experienced what these researchers termed “authentic pedagogy”—instruction focused on active learning in real-world contexts calling for higher-order thinking, consideration of alternatives, extended writing, and an audience for student work.
- Students work at a level of cognitive challenge just beyond their present level of mastery. In his Zone of Proximal Development theory, educational theorist Lev Vygotsky (1978) argues that optimal learning occurs in the “distance between the actual development level as determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers.” This zone bridges the gap between what students can achieve with guidance or collaboration, otherwise known as scaffolding and what they can achieve alone. It is within this zone that cognitive change occurs. Vygotsky’s theory is widely accepted; the challenge is in personalizing each student’s experience sufficient to provide an appropriate level of challenge.



Christensen Institute’s definition of Flex: The Flex model lets students move on fluid schedules among learning activities according to their needs. Online learning is the backbone of student learning in a Flex model. Teachers provide support and instruction on a flexible, as-needed basis

while students work through course curriculum and content. This model can give students a high degree of control over their learning. In the flex model, learners move on an individually customized, fluid schedule. Students learn mostly on the brick-and-mortar campus, and instructors provide face-to-face support on a flexible, as-needed basis through small-group instruction, group projects, and individual tutoring. Students begin by completing an online learning journey, teachers will meet regularly with each student to discuss his or her progress. At the culmination of each tutorial independently. Throughout the learning experience, students will take an assessment before advancing.

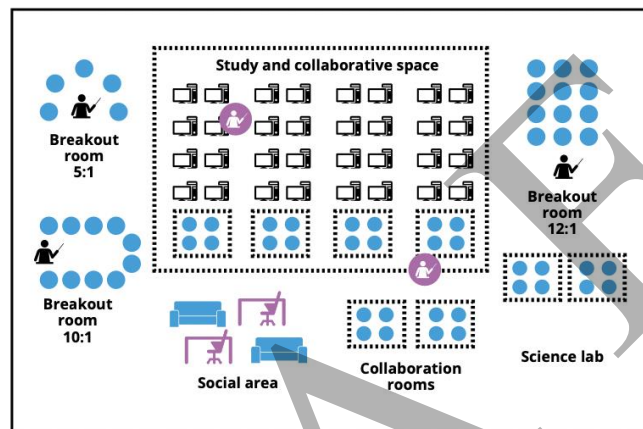
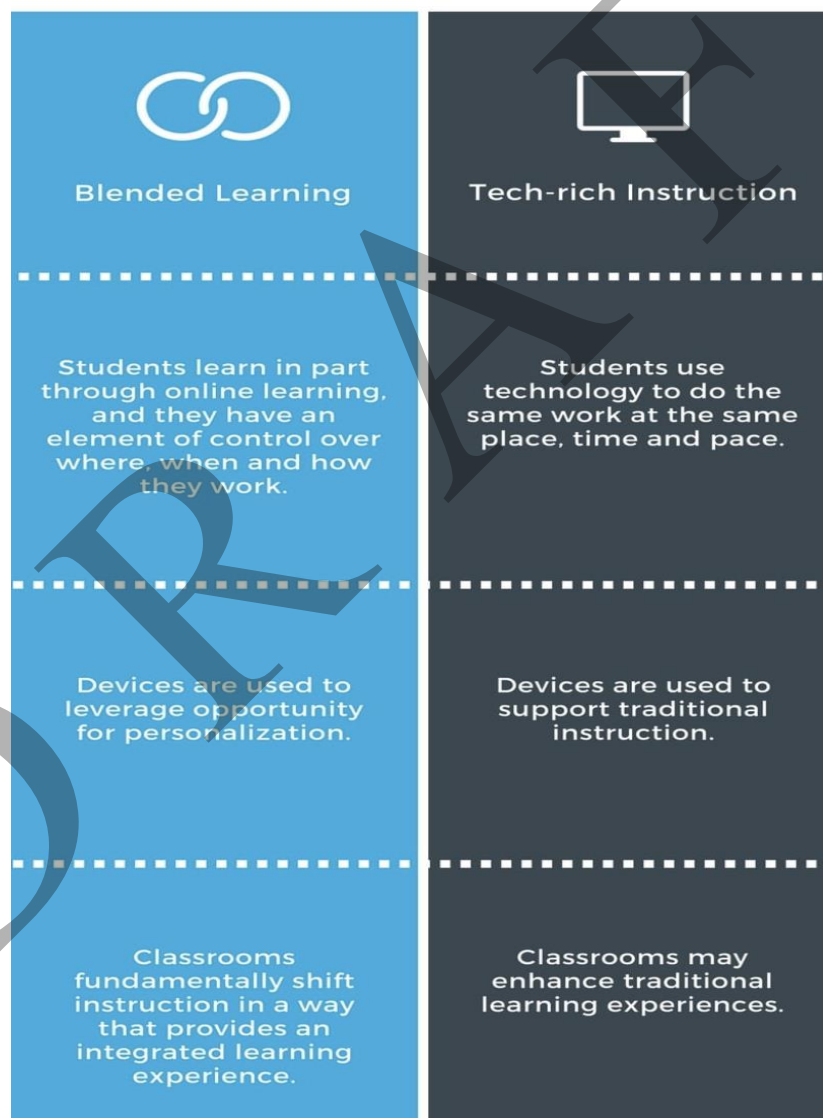


Image source: Clayton Christenson Institute

1. **Blended learning is any formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace.** Critical to the definition is “online learning, with some element of student control.” In all blended-learning programs, students do some of their learning via the internet. This does not mean using any digital tool, such as an online graphing calculator or Google Docs. Online learning means a bigger instructional shift from a face-to-face teacher to web-based content and instruction. Some element of student control is critical; otherwise, blended learning is no different from a teacher beaming an online curriculum to a classroom of students through an electronic whiteboard. The technology used for online learning must shift content and instruction to the control of the student in at least some way for it to qualify as blended learning from the student’s perspective, rather than just the use of digital tools from the classroom teacher’s perspective. It may be merely control of pace—the ability for students to pause, go back, or skip forward through online content as free agents. But often, online learning extends other types of control—in some cases students can choose the time at which they do their online learning, the path they want to take to learn a concept, or even the location from which they want to complete the online work—whether in a brick-and-mortar classroom or anywhere else.
2. **In part in a supervised brick-and-mortar location** The second part of the definition is that **the student learns at least in part in a supervised brick-and-mortar location away from home.** In other words, the student attends a physical school with teachers or guides. Often it’s the neighborhood school, but in other cases it’s a learning center that could even be housed in a shopping mall space that has been converted into a drop-in

computer lab. Blended learning means that students have at least some on-campus, away-from-home component built into their schedule.

3. **An integrated learning experience** The third part of the definition is that **the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.** This means that if students are learning U.S. history in a blended way, the online and face-to-face components work together to deliver an integrated course. The opposite of this would be that the students learn some topics online and then return to their traditional classroom to repeat them in a face-to-face lecture. To prevent such lack of coordination, most blended-learning programs use a computer-based data system to track each student's progress and try to match the modality—whether it is online, one-on-one, or small group—to the appropriate level and topic. The key idea is that blended learning involves an actual “blend” of whatever formats are within the course of study.



The following sections elaborate on how each of these beliefs about how learning best occurs will translate into aspects of the Academy's plans for curriculum and instruction.

## **Instructional Materials**

### **English/Language Arts**

The language arts curriculum for the K-12 blended learning program will be based on California's Common Core State Standards and will emphasize the development of skills and strategies students need to thrive as readers, writers, speakers and listeners. The building blocks of literacy are made up of a set of independent skills, but that learning these skills in isolation is not the way that students learn to read, write, speak and listen critically and competently. In the primary grades, balanced literacy instruction will be the backbone of the language arts program. The literacy program will focus on reading fluency, comprehension, writing for varied audiences and purposes, and developing in students a love of literature and a deep understanding of its significance to their success. Literary analysis will be supported by multi-disciplinary vocabulary instruction. Teachers will lead in-depth discussions about characters, including how they show compassion and how they handle the consequences of their actions. All children will be served through the standards-based English/language arts curriculum whether students are working above grade level in discovering word origins, English Language Learners are illustrating their vocabulary, or special needs students are playing vocabulary charades. As described in more detail below, EQ7 instructional approaches are chosen for their alignment with the school's overarching goals and with their emphasis on supporting students with a wide range of academic needs to be successful.

EQ7 will partner with Imagine Learning to deliver the EL Curriculum Resource for scholars in grades TK/K through 8th grade. EL Education is fiercely focused on equity. All children deserve schools that foster their unique abilities, give them real opportunities to achieve high academic standards, and prepare them to be contributing members of society. Equity is the foundation on which the entire curriculum rests. EL Education built its Dimensions of Student Achievement from this foundation of equity.

- Mastery of knowledge and skills. Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly.
- Character. Students work to become effective learners, to become ethical people, and to contribute to a better world.
- High-quality work. Students create complex work, demonstrate craftsmanship, and create authentic work.

These three dimensions are the aspirational outcomes for the entire K-8 Language Arts curriculum. It was designed to help students build skills and content knowledge, meet college- and career-ready standards, and become more confident and collaborative learners.

This curriculum resource is research based and according to EdReports.org: the EL curriculum received EdReports.org's highest reviews. "Modules are developed to support and build knowledge, to intentionally address academic vocabulary, and to scaffold support so that students will independently demonstrate grade-level proficiency at the end of the school year."

Texts and text sets are high quality and at an appropriate level of rigor and complexity and organized to support students' growth in literacy over the course of the school year. The majority of tasks and questions are focused on these texts, and the instructional materials provide many opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Students build knowledge as they engage integrated reading, writing, speaking and listening, and language study. Culminating tasks require students to read, discuss, analyze, and write about texts while students participate in a volume of reading to build knowledge. Modules are developed to support and build knowledge, to intentionally address

academic vocabulary, and to scaffold supports so that students will independently demonstrate grade-level proficiency at the end of the school year.

Four modules, with 3 units in each, comprise a full year's curriculum. Each module progresses in a standard sequence: Building Background Knowledge (Unit 1), Extended Reading and Research (Unit 2), and Extended Writing (Unit 3). Each module comes with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity. Each unit is made up of a sequence of between 5-20 lessons. The “unit at a glance” chart in the curriculum map breaks down each unit into its lessons, to show how the curriculum is organized in terms of standards addressed, supporting targets, ongoing assessment, and protocols. It also indicates which lessons include the mid-unit and end-of-unit assessments. The ELA Curriculum Plan is attached as an addendum to this document.

## **ELA 9-12**

### **ENGLISH LANGUAGE ARTS 9**

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

### **ENGLISH LANGUAGE ARTS 10**

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

### **ENGLISH LANGUAGE ARTS 11**

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.



## **ENGLISH LANGUAGE ARTS 12**

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

### ***English-Language Arts Assessment***

Assessment is woven throughout language arts instruction as teachers observe students' speech and writing using informal and formal methods. EQ7-ADP School will utilize the following formal types of assessments:

- State-mandated assessments –annually for state required grade levels and content areas
- NWEA's Measures of Academic Progress or other mutually agreed upon nationally normed assessment- quarterly grade K-12
- A formal assessment of students' individual reading levels and progress toward content standards, at the beginning, middle and end of the year- Grade K-3
- Informal reading assessments every four to six weeks, so that reading material can continue to be provided at students' just-right reading level, even when they make level jumps throughout the year. Grade K-3
- Publisher and teacher-created assessments- Ongoing K-12

## **MATH TK/K-8**

Imagine Learning will supply the platform to deliver MyPath Math MyPath's student-centered design helps each student meet their unique needs by creating an individualized learning path. MyPath also empowers teachers with the data and point-of-use resources that allow them to quickly get their students back on track. Lessons are designed to focus on the critical skills of each grade so students can build strong conceptual understanding, develop procedural fluency, and apply mathematics in context. Math lessons are developed utilizing modeling, age-appropriate math-manipulatives, and applications to real world scenarios.

MyPath supports teachers with an extensive Teacher Toolkit of offline extension learning activities to reinforce every lesson. MyPath informs the teacher when a student is struggling with a lesson, so that the teacher can quickly address student learning needs with re-teaching mini-lessons as well as guided notes. Lessons begin with a brief "Review" section, similar to what a teacher might post on a classroom anchor chart. This lesson opener strategically employs icons, graphic organizers, bullets, bolded words, and other text features to help students quickly access needed information. The lesson then proceeds to the "Try It" section, which guides students through the steps of a strategy or algorithm with support. Students might be asked to complete a partially worked example or trace a number or letter. "Thought bubble" scaffolds model practical self-questioning techniques students can use later to solve problems or answer questions on their own.

## 9-12 Mathematics Resource - *Edgenuity*

### ALGEBRA I

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

### GEOMETRY

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines/cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

### ALGEBRA II

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

### PRECALCULUS

With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads

students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.

EQ7 intends to enhance mathematics instruction by providing teacher professional development in mathematics instruction to increase teacher effectiveness. According to two noted reviews of research in mathematics instruction conducted by Johns Hopkins University's Center for Research and Reform in Education, *Effective Programs in Elementary Mathematics: A Best-Evidence Synthesis* and *Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis*, teacher professional development is much more important in contributing to student learning than the particular curriculum selected.

**Mathematics Assessment.** To assess students' mastery of mathematic standards, teachers will primarily use the math series' resources for formative and summative assessment. This includes class work checks, activities, homework, quizzes and constructed response tests. The series' digital resources include interactive student self-assessments, which students can learn to use to judge if they need to go back for additional video lesson review, tutoring, and/or skills practice. Students will also be assessed through teacher-designed constructed response tests, performance tasks, and skills inventories. For example, students in second grade can determine the quantities of protein, fat, carbohydrates and other nutrients in a fast food meal and create a line, bar and picture graph to show the results to students across grade levels. Performance tasks such as the above-mentioned are graded on a teacher-created rubric that is aligned with grade level standards. Informal assessments will be used on a daily basis to check for comprehension, allowing teachers to know when re-teaching to the whole class is needed, when only certain students need re-teaching, and when to accelerate instruction. Additionally, EQ7 will use pre-, benchmark and post-testing for diagnostic purposes and to form instruction throughout the year. The following is a partial list of assessments:

- State-mandated assessments
- Teacher-made assessments and observations
- School wide assessments such as NWEA's Measures of Academic Progress

Teachers will also utilize informal assessments, such as timed assignments and observations. Timed assignments, used across grade levels and modified for students with special needs, are one such example that will indicate whether or not students have mastered basic facts. Teachers will also observe students during small group activities and record which students may need extra help mastering certain concepts. These students will then be matched with volunteers or other students who can provide further practice.

## **History/Social Science**

History/Social Studies instruction will be aligned to California state content standards in History/Social Science and will embed content knowledge within classroom activities that promote critical-thinking skills. In grade K-5 Social Studies will be embedded into the ELA curriculum and enhanced through project-based learning. In addition to classroom discussion and reading, learning activities will include simulations, debates, speeches, research projects and papers, interactive notebooks, field trips, and oral history interviews – techniques used by social science practitioners. The social studies curriculum will be the starting point for integrated curriculum and for the

introduction of global studies and multicultural themes. Teachers will utilize multi-disciplinary instruction to strengthen the connection between curricular content and application to our modern world. For example, to make students aware of and to enjoy learning about Native Americans, students will build models of totem poles and tomol canoes, research on the Internet, view videos on various tribes, and read core literature such as *Pasquala: The Story of a California Indian Girl* by Gail Faber. A combination of whole-class instruction, learning centers, web quests, and journal writing from the point of view of a Native American living before and after colonization will allow students to achieve common goals during lessons of varying complexity and to gain a deeper understanding of modern Native Americans.

EQ7 anticipates using a variety of sources to create an inquiry-driven curriculum, including the – *California History-Social Science Course Models* published by the California Department of Education and posted at [www.history.ctaponline.org/center/](http://www.history.ctaponline.org/center/). These modules align with the California content standards, include assessments, and reflect the school's instructional approaches in social studies.

## **6-12 History/Social Science Resource - Edgenuity**

### **MS U.S. HISTORY**

Offering an interactive and comprehensive overview of American history, this course engages and inspires students to learn about the rich and diverse history of America's native peoples, early European colonization and settlement in America, and the creation of a new nation through the American Revolution. Middle school students enrolled in this course will closely examine major changes brought about by the nation's reconstruction, industrialization, urbanization, and progressive reforms and consider the implications each of these events had on the expansion of the United States' global influence through modern times. Over the course of two semesters, interesting course content encourages students to think carefully about the challenges and opportunities facing the United States in the twenty-first century.

### **MS WORLD HISTORY**

Providing students with an opportunity to learn the diverse history that has shaped our world, this course delves into the evolution of civilization from the rise of ancient empires through the twenty first century. Middle school students enrolled in this exciting and informative course investigate the development of medieval societies, the effects of the Renaissance and the Reformation, and the progress made during various periods of revolution, industrialization, urbanization, and reform. Over the course of two semesters, students analyze effects of political conflicts and social issues on the continuing development and interdependence among nations in the modern world.

### **MS WORLD CULTURES & GEOGRAPHY**

Designed to introduce students to the study of geography, this course helps students master important concepts in physical and human geography. Comprehensive and organized by region, this two-semester middle school course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues.

## **SURVEY OF WORLD HISTORY**

This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

## **MODERN WORLD HISTORY**

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

## **SURVEY OF U.S. HISTORY**

This one-year high school course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization. They will also assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

Recent educational research supports Equitas Academy's emphasis on using dynamic activities to engage students powerfully to HSS content. A group of leading researchers from four universities recently published studies clarifying how historical consciousness does not seem to develop "rationally and sequentially through the efforts to create and deliver a state-mandated curriculum" so much as via "cultural curriculum," or, the entire process by which a culture transmits itself across generations. That is, simplified narratives transmitted through movies and other media turn out to have a much more powerful influence on students' understanding of

history than traditional schooling methods. The research suggests schools must get “students to think about the history that does and does not ‘seep into their cultural pores’...it must find new ways to engage the cultural curriculum that engulfs them. Failing to do so guarantees school history’s irrelevance through the current century.” (Wineburg, Mosborg, Porat and Duncan, 2007)

The following websites are listed to provide an example of how technology will be blended into the day-to-day instruction to provide meaning and real world context. Most of these sites were cited by the leading educational journal, Phi Delta Kappan, as resources to bring history alive for students. Many of the websites are interactive and have primary source documents, news from around the world, educational games on historical events and much more (Buchholtz and Matthew Helming, 2005). They will provide an excellent source of material for planning authentic (relevant) and challenging (rigorous) standards-based thematic integration:

- <http://www.socialstudiesforkids.com> - This website is rich in content and has discussions on historical events, links to other websites for particular topics, glossaries, maps, coverage of current events, and Internet games.
- <http://www.eyewitnesstohistory.com/index.html> - This interactive site lets users examine history through the eyes of those who lived it and integrates primary source documents and multimedia components into classrooms.
- <http://www.authentichistory.com> – This site contains a collection of artifacts on American societal values from the antebellum period through 9/11 – photos, audio files, and written works.
- <http://www.teacheroz.com> – This site has hundreds of links to websites on history and social studies topics from ancient times to the present.
- <http://www.historyforkids.org> – This is an online reference site for elementary and middle levels with project and activity suggestions for teachers and parents on Europe, Asia, and Africa before 1500.
- <http://www.newseum.org> – This site provides access to more than 400 newspapers from 44 countries, interactive quizzes for all educational levels, and interviews with photographers.
- <http://www.digitalhistory.uh.edu/default.htm> - This site is an online museum for teachers and students featuring active learning projects, multimedia components, virtual exhibitions, and resource guides for the study of American history; it includes an online textbook.
- <http://americanhistory.si.edu> - Designed by the Smithsonian National Museum of American History, this site allows users to visit the museum’s collections and study American history. It has an interactive timeline, games, classroom activities, and teacher guides.
- <http://www.ushmm.org> - This is the website of the U.S. Holocaust Memorial Museum and includes text, historical photos, maps, images of artifacts, and audio clips for teaching and studying the Holocaust. It also reflects on current issues of genocide.
- <http://www.members.aol.com/MrDonnHistory/World.html> - An expansive research tool for students focusing on world history, this site contains links to online quizzes, lesson and unit plans for teachers, worksheets, and posters.
- <http://search.eb.com/women> - This is a multimedia encyclopedia site for the study of women in American history, including online study guides and classroom activities.
- <http://ellisland.org> - This is the site of the Ellis Island Foundation

- where visitors can search for a relative in the Passenger Arrival Records. This site also contains personal stories of immigration, collections of historical photographs, and an interactive timeline on which you can click on a period of history and read about the forces driving immigration during that time. It is also a guide to conduct family history and genealogy.
- <http://www.blm.gov/heritage/adventures> -*Adventures in the Past* is created by the Bureau of Land Management in Washington, D.C. It provides lessons, activities, and articles for teaching about history, archaeology, and paleontology in North America and has information on railroads, the Gold Rush, the Oregon Trail, evergreen forests, caves, fossils, the Colorado Plateau ecosystem, early explorers, Puebloan farmers, and more.
- <http://hlab.tielab.org/index.php>. The TIELab History Lab is a website that features a simple template for creating lessons and activities around primary sources. The site has links to collections of primary and secondary sources and ideas on how historians analyze documents.
- <http://www.21stcenturyskills.org/route21/>. Route 21 is a constantly updated website of resources to help develop the skills emerging as a key to success in this century: global literacy, problem solving, innovation, creativity, etc. The site has information on standards, assessments, curriculum, and professional development. Users can mark, organize, collect, and share content based on their needs.

## **Social Studies Assessment**

A variety of informal and formal assessment strategies will be used to provide ongoing diagnostic information about students' social studies learning at EQ7. Assessments will be designed to capture students' factual knowledge, conceptual understanding and process skills. These assessments will include projects and presentations, concept maps and diagrams/illustrations evaluated by rubrics, teacher observation, skills checklists, as well as more traditional textbook assessments. Paper and pencil tests, embedded curriculum assessment tools, and student self-assessment will also provide information about student learning and build students' metacognition.

## **Science**

EQ7's science curriculum will be based on California Next Generation Science Standards and will emphasize development of critical-thinking skills and mastery of scientific inquiry methods. Students will develop intellectual curiosity and master the skills needed for success as life-long learners through hands-on activities along with experimentation to deepen conceptual understanding and facility with scientific methods.

Scientific thinking is a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing acting), comparing (pairing, making one-to-one correspondence), inferring (classifying via superordinate/subordinate and if/then reasoning), and applying (developing strategic plans, testing and proving scientific principles). The scientific habits of mind will be developed through a curriculum that emphasizes exploration and investigation, which encourages independent scientific thought. Scholars in grades Tk/K -5 will use Twig science as the resource for the content.

## **6<sup>th</sup> Grade LIFE SCIENCE**

Examining a broad spectrum of the biological sciences, Life Science is a full-year course for middle school students that builds on basic principles of scientific inquiry and translates those skills to more complex, overarching biological themes . The course includes units that help students understand the definitions, forms, and classifications of living organisms and learn to analyze the diversity of each unique group of living organisms . Other units introduce students to the structures and functions of cells, cell theory, and cell reproduction . These larger themes are then applied to other topics, such as genetics, Darwinian theory, and human biology and health . An introduction of ecology draws all of these concepts together to examine the interrelationships that help to maintain life on Earth .

### **7<sup>th</sup> Grade EARTH SCIENCE**

Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

### **8<sup>th</sup> Grade PHYSICAL SCIENCE**

This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science . The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks

### **9<sup>th</sup> Grade BIOLOGY**

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.

### **10<sup>th</sup> grade CHEMISTRY**

This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

### **11<sup>th</sup> Grade PHYSICS**

This full-year course acquaints students with topics in classical and modern physics . The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and



modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.

### **12th Grade ENVIRONMENTAL SCIENCE**

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

### **Social-Emotional Development**

Having strong social-emotional skills is a key part of any person's ability to live a satisfying life and achieve one's goals. Through EQ7's social-emotional development curriculum, students will learn to recognize in themselves and others a wide range of emotions and responses to emotions. They will learn and practice ways to calm themselves, to consider the probable outcomes of various behaviors they could choose, and to consciously select helpful behaviors. Students will also learn to have empathy, to communicate effectively with others, and to effectively resolve or manage conflict. The social emotional curriculum includes the following program components:

- Social-emotional skills curriculum, primarily Promoting Alternative Thinking Strategies (PATHS) and also including, in the upper grades, peer mediation training
- Training and collaboration with all school staff, so that the skills and problem-solving strategies taught in PATHS are practiced and reinforced throughout the school day
- Training and collaboration with parents/guardians, so that the skills and problem solving strategies taught in PATHS are practiced and reinforced beyond the school day
- Explicit connections between social-emotional curriculum and academic curriculum, to reinforce and deepen both areas of learning (e.g., as students analyze varied perspectives in fiction and in history, write with authentic voice, apply the scientific method – a method that parallels social problem solving,
- Social problem-solving structures, such as class meetings, a peer mediation program, access to a school counselor (funding permitting), and student-led problem solving on school-wide issues

*Research base.* The PATHS curriculum is selected because of the research supporting its effectiveness, the quality and results of which are unrivaled in this field, even among more commercially promoted programs. To identify just a few of its research-based distinctions, it received the **highest possible rating, Model Program**, from the Substance Abuse and Mental Health Services Administration (SAMHSA) and, in addition to social emotional development, is one of only 12 SAMHSA Model Programs that have documented Academic Achievement outcomes -- and is one of only two programs designed for children ages 5-12. It also received the **highest possible rating, Model Program**, from Blueprints Project for the Center for the Study and Prevention of Violence, University of Colorado and is the only violence-prevention curriculum for elementary-age children to achieve this rating.

### **Physical Education**

EQ7 physical and health education curriculum will promote healthy lifestyles among students and their families through the development of positive physical habits. Incorporating the Physical Education Framework for California Public Schools, the physical education and health curriculum will cover the following strands: movement skills and knowledge, self-image and personal development, and health and nutrition. The physical education program will emphasize individual motor skills, fitness and good sportsmanship. During the PE program children will learn about healthy eating choices and understand our school's Wellness Policy.

### **Visual and Performing Arts**

EQ7 will provide a balanced, sequential arts program for students. Not all arts strands will be included at every grade, but across grades K-12 students will address arts standards in all areas. Basic guiding principles of the EQ7 arts curriculum are that:

- The arts are, in and of themselves, an indispensable part of a complete education.
- Arts education increases students' overall learning potential and complements learning in other disciplines.

EQ7 will incorporate California Visual & Performing Arts (VAPA) Standards, which defines the four arts components as visual arts, theater, music and dance and will use the VAPA Framework to guide planning, delivering, and assessing a comprehensive arts education program for all students. The Framework provides connections between the arts and other core subjects to create an integrated curriculum. Over the five-year term of the EQ7's charter petition, the arts curriculum is expected to build until it includes all five strands outlined in the Framework are accomplished:

- Artistic perception
- Creative expression
- Historical and cultural context
- Aesthetic valuing
- Connections, relationships and applications

### **Technology**

Technology will be increasingly integrated throughout the curriculum across grades K-6. Technology instruction will be aimed at the target student population by supporting the skills needed to thrive in high school, college, as global citizens, and for other real world purposes. As students move through grades K-12, they will have increasing opportunities to use technology in their academic coursework. The school will implement a blended learning model of instruction; the definition of **blended learning** is a formal education program in which a student learns:

- at least in part through online learning, with some element of student control over time, place, path, and/or pace;
- at least in part in a supervised brick-and-mortar location away from home;
- and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

### **Enrichment Courses**

For scholars to become competitive and college bound, they must be well rounded and have access to as many enrichment opportunities as possible. Therefore, we intend to develop

scholars' talents and interests in an enrichment curriculum that is an integral part of our daily educational program. Scholars attend enrichment classes that include music, movement, yoga, baseball, foreign language, technology and drama. The curriculum rotates by trimester to ensure scholars receive 12 weeks of enrichment in fine arts, foreign language, music, technology, and drama. The enrichment curriculum ensures scholars have access to a comprehensive education that enables them to be well-rounded individuals as well as competitive candidates to selective college preparatory high schools. All Elective/enrichment courses are part of an Elective enrichment program.

### **After School Programming**

After School Program serves our scholars through quality programming, scholar-driven activities, academic/behavioral skill building, and enrichment. The Program partners closely with school staff and our partners-Woodcraft Rangers to ensure an after-school program which reinforces and enhances the scholars' learning. Our students receive programming that includes health and fitness, games, enrichment, clubs and a variety of extracurricular activities and provide a safe learning environment for our scholars.

The chart below depicts the curriculum resources per content area per grade

	<b>Math</b>	<b>ELA</b>	<b>Science</b>	<b>Social Studies</b>	<b>Foreign Language</b>	<b>Electives</b>
K-2	MYPATH	EL Curriculum	Twig	Embedded in ELA	Rosetta Stone	
4-6	MYPATH	EL Curriculum	Twig	Embedded In ELA	Rosetta Stone	
7-8	MYPATH	EL Curriculum	Edgenuity	Edgenuity	Rosetta Stone	
9-12	Edgenuity	Edgenuity	Edgenuity	Edgenuity	Edgenuity	Edgenuity

### **5- 6 Course List**

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>

<b>English Language Arts</b>	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA
<b>Mathematics</b>	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math
<b>History / Social Science</b>	5th grade History	6th grade History	7th grade History	8th grade History
<b>Science</b>	5th grade Science	6th grade Science	7th grade Science	Grade 8 Science
<b>P.E. / Health</b>	P.E./Health	P.E./Health	P.E./Health	P.E./Health
<b>Arts/Enrichment</b>	Arts/Electives	Arts/Electives	Arts/Electives	Arts/Electives

#### High School Courses Compared to A-G

<b>Subject Area</b>	<b>UC A-G Requirements</b>	<b>EQ7 Requirements</b>
English Language Arts	4 years	4 years
Math	3 years	3 years
Foreign Language	2 years	4 years
Lab Science	2 years	2 years
Social Studies/History	2 years	4 years
Arts	1 year	2 years
College Prep Elective	1 year	2 years
Physical Education	0 year	1 year

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

THE FOLLOWING CHART DETAILS THE CHARTER SCHOOL’S GOALS AS OF THIS PETITION SUBMISSION, FOR ALL PUPILS (INCLUDING STATISTICALLY SIGNIFICANT SUBGROUPS) PURSUANT TO CALIFORNIA EDUCATION CODE § 52052, FOR EACH OF THE EIGHT (8) STATE PRIORITIES IDENTIFIED IN CALIFORNIA EDUCATION CODE § 52060(D), INCLUDING SPECIFIC ANNUAL ACTIONS THE SCHOOL WILL TAKE TO ACHIEVE EACH OF THE IDENTIFIED ANNUAL GOALS. WE NOTE THAT AS REQUIRED UNDER THE CALIFORNIA EDUCATION CODE, EQ7’S STAKEHOLDERS WILL ENGAGE IN A COLLABORATIVE PROCESS EACH YEAR TO UPDATE AND PREPARE AN ANNUAL LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) AS A BASIS FOR PRIORITIZING ALLOCATION OF FUNDS. THE FOLLOWING IS INTENDED TO BE ILLUSTRATIVE OF THE GOALS AND ACTIONS WE ANTICIPATE AT THIS POINT IN TIME.

The following chart details the Charter School’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, EQ77’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

<b>LCFF STATE PRIORITIES</b>
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GOAL #1	
<p><b>CONDITIONS OF LEARNING</b></p> <p>All EQ7 students will have access to a high-quality education program taught by qualified teachers.</p>	<p><b>Related State Priorities:</b></p> <p><input checked="" type="checkbox"/> 1      <input type="checkbox"/> 4      <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2      <input type="checkbox"/> 5      <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3      <input type="checkbox"/> 6</p> <p><b>Local Priorities:</b></p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p><b>Priority 1 (Basic Services)</b></p> <p>Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.</p> <p>EQ7 will hire, supervise, evaluate and retain qualified teaching staff.</p> <p>EQ7 will ensure verification of proper credentials and DoJ clearance prior to start of employment.</p> <p>EQ7 will actively recruit qualified teachers reflecting student ethnic demographics</p> <p>Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</p> <p>EQ7 will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.</p> <p>EQ7 will review alignment of instructional materials to standards.</p> <p>EQ7 will maintain an annual inventory of instructional materials and respective purchase of materials.</p> <p>EQ7 budget will be reviewed every year to ensure adequate budget for instructional materials is in place.</p> <p>Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).</p> <p>EQ7 facilities will be maintained and cleaned by custodial staff</p> <p>EQ7 will do annual and monthly facility inspections to screen for safety hazards.</p> <p>EQ7 will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff</p> <p><b>Priority 2 (Implementation of State Standards)</b></p> <p>Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.</p> <p>EQ7 will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</p> <p>EQ7 will provide CCSS-aligned ELA and math instruction using integrated ELD and designated instructional strategies to all students, including ELs.</p>	

EQ7 will provide PD to teachers examining CAASPP, Renaissance, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

#### Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including A-G approved courses, AP courses, and programs and resources as needed to support progress toward graduation. (Priority 7)

EQ7 will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.

EQ7 will provide 1:1 technology (Chromebooks) to ensure access to web resources and curriculum tools.

EQ7 will hire, train, supervise and evaluate qualified counseling staff to ensure students have equitable access to A-G courses and make annual progress toward graduation.

EQ7 staff and administration will review student enrollment in AP courses and ensure all students have equitable access to enroll in AP courses

#### Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All teachers will be properly certified and assigned.

Metric/Method for Measuring: % of courses and Teachers at EQ7 appropriately assigned and with appropriately credentialed personnel.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 2: All EQ7 students (including all statistically significant subgroups) will have access to standards-aligned materials and technology

Metric/Method for Measuring: % of EQ7 students who will have sufficient access to standards-aligned instructional materials.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 3: EQ7 facilities will be maintained and cleaned through a contract with custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).

Metric/Method for Measuring: % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%
Hispanic/Latino	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%
English Learner	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%
Socioeconomically Disadvantaged	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%
Students with Disabilities	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%

Priority 2 Outcome 1: EQ7 will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.

Metric/Method for Measuring: Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

Priority 7 Outcome 1: All EQ7 students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, History, Science, World Languages, Advisory, Health/PE, visual/performing arts, CTE Pathways, and additional electives) outlined in the charter petition, including A-G and AP courses.

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

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%



LCFF STATE PRIORITIES	
GOAL #2	
<p>PUPIL OUTCOMES</p> <p>Every EQ7 student will have the right to a personalized and individualized education.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1      <input checked="" type="checkbox"/> 4      <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2      <input type="checkbox"/> 5      <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3      <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>Priority 4 (Pupil Achievement)</p> <p>Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new CA Dashboard</p> <p>EQ7 will provide highly qualified instructional personnel and Education Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel. EQ7 will provide comprehensive professional development to support student achievement. EQ7 will analyze CAASPP and other state and internal assessment scores at least quarterly to review progress towards annual targets.</p> <p>Priority 4 Outcome 2 – Share of English learners that become English proficient</p> <p>See above; plus: EQ7 will implement the Vista Public Schools English Learner Master Plan. EQ7 will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs</p> <p>EQ7 will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.</p> <p>EQ7 will provide professional development related to EL support, including ELPAC training and re-designation criteria.</p> <p>EQ7 will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</p> <p>Priority 4 Outcome 3- English learner reclassification rate</p> <p>Same as Priority 4 Outcome 2 above, plus:</p> <p>EQ7 budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.</p> <p>EQ7 will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs</p> <p>Priority 4 Outcome 4 - All students, including all subgroups, will make adequate progress on the NWEA MAP assessment</p> <p>All teachers will engage in ongoing professional development and training in instructional strategies, along with targeted intervention for students needing additional support in reading improvement and math, including EL and SWD, for CCSS in ELA/ELD, math, NGSS and prep test support</p>	

All teachers will review standardized and internal benchmark assessments to identify areas of strength and growth and implement instructional strategies accordingly

Priority 4 Outcome 5 – All High School students, including all subgroups, will make adequate progress toward A-G completion

EQ7 will ensure all high school students enroll in courses that meet A-G completion requirements through individualized student counseling and progress reviews periodically throughout the year.

Priority 4 Outcome 6 – High School students, including all subgroups, will make adequate progress toward AP course completion and passing the AP exam and/or CTE Pathway completion.

EQ7 will ensure all students will have access to enroll in a variety of AP/CTE Pathway courses in their chosen Pathway.

EQ7 will provide ongoing professional development for AP/CTE Pathway courses and ensure rigorous instruction to promote proficiency and improve pass rates on AP exams and final course grades.

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 - EQ7 will offer all students, including all subgroups, a rigorous, high-quality curriculum.

EQ7 will provide resources, professional development, time and materials for all students to engage in meaningful Blended Learning curriculum and other “best practices” STEAM learning opportunities.

the World, 2) Recognize different perspectives, 3) Communicate their ideas, and 4) Take Action.

#### Expected Annual Measurable Outcomes

Priority 4 Outcome 1: EQ7 students, including all significant subgroups, will meet or exceed state averages, or nearby similar comparison schools, along with annual targets for growth on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.

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

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	School-wide and all significant subgroups will meet/exceed state average or nearby	School-wide and all significant subgroups will meet/exceed state average or nearby	School-wide and all significant subgroups will meet/exceed state average or nearby	School-wide and all significant subgroups will meet/exceed state average or nearby	School-wide and all significant subgroups will meet/exceed state average or nearby

		similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.
Hispanic/Latino	N/A	School- wide and all significa nt subgroup s will meet/ exceed meet/exc eed state average or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP	School- wide and all significa nt subgroup s will meet/ exceed meet/exc eed state average or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP	School- wide and all significa nt subgroup s will meet/ exceed meet/exc eed state average or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP	School- wide and all significa nt subgroup s will meet/ exceed meet/exc eed state average or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP	School- wide and all significa nt subgroup s will meet/ exceed meet/exc eed state average or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP

		in ELA and Math.	in ELA and Math.	in ELA and Math.	in ELA and Math.	in ELA and Math.
English Learner	N/A	School-wide and all significant subgroups will meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.
Socioeconomically Disadvantaged	N/A	School-wide and all significant subgroups will meet/exceed state average	School-wide and all significant subgroups will meet/exceed state average	School-wide and all significant subgroups will meet/exceed state average	School-wide and all significant subgroups will meet/exceed state average	School-wide and all significant subgroups will meet/exceed state average

		or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.
Students with Disabilities	N/A	School- wide and all significa nt subgroup s will meet/ exceed meet/exc eed state average or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP	School- wide and all significa nt subgroup s will meet/ exceed meet/exc eed state average or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP	School- wide and all significa nt subgroup s will meet/ exceed meet/exc eed state average or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP	School- wide and all significa nt subgroup s will meet/ exceed meet/exc eed state average or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP	School- wide and all significa nt subgroup s will meet/ exceed meet/exc eed state average or nearby similar comparis on schools and annual targets for growth set in the EQ7 annual LCAP

		on the CAASPP in ELA and Math.	on the CAASPP in ELA and Math.	on the CAASPP in ELA and Math.	on the CAASPP in ELA and Math.	on the CAASPP in ELA and Math.
Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year. Metric/Method for Measuring: EL proficiency rates will meet or exceed state average on the ELPI, or nearby similar comparison schools, as demonstrated on ELPAC assessments and ELPI indicator						
Applicable Student Groups	Baseline	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028
English Learners	N/A	Baseline established with first year of ELPAC testing: meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in EQ7's annual LCAP	Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in EQ7's annual LCAP	Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in EQ7's annual LCAP	Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in EQ7's annual LCAP	Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in EQ7's annual LCAP
Priority 4 Outcome 3: EQ7 will ensure EL reclassification rate will meet or exceed the local District's reclassification rate. Metric/Method for Measuring: EL reclassification rates						
Applicable Student Groups	Baseline	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028
English Learners	N/A	Baseline established with first year of reclassifications: meet/exceed District rate.	Percentage of students reclassified each year will meet or exceed local District rate.	Percentage of students reclassified each year will meet or exceed local District rate.	Percentage of students reclassified each year will meet or exceed local District rate.	Percentage of students reclassified each year will meet or exceed local District rate.
Priority 4 Outcome 4: EQ7 students, including all significant subgroups, will meet or exceed growth targets for SAT/ACT						

Metric/Method for Measuring: NWEA MAP test scores						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	N/A	N/A	SAT/AC T scores will meet or exceed local District average	SAT/AC T scores will meet or exceed local District average	SAT/AC T scores will meet or exceed local District average
Hispanic/Latino	N/A	N/A	N/A	SAT/AC T scores will meet or exceed local District average	SAT/AC T scores will meet or exceed local District average	SAT/AC T scores will meet or exceed local District average
English Learner	N/A	N/A	N/A	SAT/AC T scores will meet or exceed local District average	SAT/AC T scores will meet or exceed local District average	SAT/AC T scores will meet or exceed local District average
Socioeconomically Disadvantaged	N/A	N/A	N/A	SAT/AC T scores will meet or exceed local District average	SAT/AC T scores will meet or exceed local District average	SAT/AC T scores will meet or exceed local District average
Students with Disabilities	N/A	N/A	N/A	SAT/AC T scores will meet or exceed local District average	SAT/AC T scores will meet or exceed local District average	SAT/AC T scores will meet or exceed local District average
Priority 4 Outcome 5: Graduating seniors will have successfully completed courses that satisfy the UC/CSU A-G requirements.						

Metric/Method for Measuring: Percentage of graduating seniors who have successfully completed course that satisfy the UC/CSU A-G requirements.						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
Hispanic/Latino	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
English Learner	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
Students with Disabilities	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
Priority 4 Outcome 6: Students enrolled in AP courses and/or CTE Pathways will make adequate progress toward AP/CTE course completion						



Metric/Method for Measuring: Student transcripts, AP enrollment and AP exam pass rate data, CTE Pathway enrollment and CTE certification						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	TBD with first AP test results.  CTE Pathway completion %s will be TBD with first graduating class	N/A	AP pass rates will meet or exceed local District average  N/A	AP pass rates will meet or exceed local District average  N/A	AP pass rates will meet or exceed local District average  CTE Pathway completion % rates will be established	AP pass rates will meet or exceed local District average  CTE Pathway completion % rates will be established
Hispanic/Latino	TBD with first AP test results.  CTE Pathway completion %s will be TBD with first graduating class	N/A	AP pass rates will meet or exceed local District average  N/A	AP pass rates will meet or exceed local District average  N/A	AP pass rates will meet or exceed local District average  CTE Pathway completion % rates will be established	AP pass rates will meet or exceed local District average  CTE Pathway completion % rates will be established
English Learner	TBD with first AP test results.  CTE Pathway completion %s will be TBD	N/A	AP pass rates will meet or exceed local District average  N/A	AP pass rates will meet or exceed local District average  N/A	AP pass rates will meet or exceed local District average  CTE Pathway	AP pass rates will meet or exceed local District average  CTE Pathway

	with first graduating class				completion % rates will be established	completion % rates will be established
Socioeconomically Disadvantaged	TBD with first AP test results.  CTE Pathway completion %s will be TBD with first graduating class	N/A	AP pass rates will meet or exceed local District average  N/A	AP pass rates will meet or exceed local District average  N/A	AP pass rates will meet or exceed local District average  CTE Pathway completion % rates will be established	AP pass rates will meet or exceed local District average  CTE Pathway completion % rates will be established
Students with Disabilities	TBD with first AP test results.  CTE Pathway completion %s will be TBD with first graduating class	N/A	AP pass rates will meet or exceed local District average  N/A	AP pass rates will meet or exceed local District average  N/A	AP pass rates will meet or exceed local District average  CTE Pathway completion % rates will be established	AP pass rates will meet or exceed local District average  CTE Pathway completion % rates will be established
Priority 8 Outcome 1: All EQ7 students will participate in a rigorous, high-quality curriculum. Metric/Method for Measuring: % of access to Blended learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%

Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

<b>LCFF STATE PRIORITIES</b>	
<b>GOAL # 3</b>	
<b>ENGAGEMENT</b>  EQ7 student academic achievement is supported by parents.	<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 <b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :
<b>Specific Annual Actions to Achieve Goal</b>	
<p>Priority 3 (Parental Involvement)</p> <p>Priority 3 Outcome 1 –Efforts to seek parent input in decision making.</p> <p>EQ7 will engage parents in a series of relevant and interesting workshops related to their student’s success, including workshops pertaining to A-G and financial aid for college-bound students.</p> <p>EQ7 will maintain school website as a communication tool for the community.</p> <p>EQ7 will communicate the most important website items via a monthly newsletter that is sent to their home via a hardcopy.</p> <p>The EQ7 Principal will hold monthly Coffee with the Principal meetings to engage and inform parents of important and relevant school-based items and events.</p> <p>Priority 5 (Pupil Engagement)</p> <p>Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism</p> <p>EQ7 parent outreach and communications will stress the importance of attendance and arriving at school on time each day</p> <p>EQ7’s School Psychologist will oversee student attendance and works with the Office Manager and Administrative Team to help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.</p> <p>Priority 5 Outcome 2 – Dropout rates</p> <p>EQ7 will offer an engaging and meaningful program that motivates students to stay in school, including electives in the arts, technology and World Languages, and an engaging after-school program and clubs.</p> <p>EQ7’s Principal and the MTSS team will carefully monitor student achievement data on a continuous basis and will identify students who are at-risk of dropping out in order to provide comprehensive intervention and support via our MTSS program.</p> <p>Priority 5 Outcome 3 – Graduation Rates</p>	

EQ7 will maintain a high annual graduation rate See Specific Annual Actions above for Priority 5 Outcome 2, Dropout Rates.

#### Priority 6 (School Climate)

##### Priority 6 Outcome 1 - pupil suspension rates

EQ7 will provide training and support for restorative justice practices and Way of Council

EQ7 will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

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

EQ7 will provide training and support for restorative justice practices and Way of Council

EQ7 will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

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

EQ7 will implement annual surveys to assess stakeholder satisfaction

#### Expected Annual Measurable Outcomes

Priority 3 Outcome 1: EQ7 will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP).

Metric/Method for Measuring: # of parents attending 2+ events annually

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	Establish baseline.	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)
Hispanic/Latino	N/A	Establish baseline.	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)
English Learner	N/A	Establish baseline.	Increase parent	Increase parent	Increase parent	Increase parent

			participation rate annually (target estimated at 2-3% annually)	participation rate annually (target estimated at 2-3% annually)	participation rate annually (target estimated at 2-3% annually)	participation rate annually (target estimated at 2-3% annually)
Socioeconomically Disadvantaged	N/A	Establish baseline.	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)
Students with Disabilities	N/A	Establish baseline.	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)
Priority 3 Outcome 2: EQ7 Parent and Community Engagement Committee will be promoted, and supported to be fully operational and self-sustaining Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	100%	100%	100%	100%	100%
Hispanic/Latino	N/A	100%	100%	100%	100%	100%
English Learner	N/A	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	N/A	100%	100%	100%	100%	100%
Students with Disabilities	N/A	100%	100%	100%	100%	100%
Priority 5 Outcome 1: EQ7 maintain a high attendance rate and low rate of students who are chronically absent Metric/Method for Measuring: Attendance and chronic absenteeism rates						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028

All Students	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
Hispanic/Latino	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)

English Learner	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
Socioeconomically Disadvantaged	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)

Students with Disabilities	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
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Priority 5 Outcome 2: EQ7 will maintain a low dropout rate Metric/Method for Measuring: Dropout rate						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	Dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.
Hispanic/Latino	N/A	Dropout rate that is the same or lower than	Maintain low dropout rate that is the same or	Maintain low dropout rate that is the same or	Maintain low dropout rate that is the same or	Maintain low dropout rate that is the same or



		nearby comparis on schools.	lower than nearby comparis on schools.	lower than nearby comparis on schools.	lower than nearby comparis on schools.	lower than nearby comparis on schools.
English Learner	N/A	Dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.
Socioeconomically Disadvantaged	N/A	Dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.
Students with Disabilities	N/A	Dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.	Maintain low dropout rate that is the same or lower than nearby comparis on schools.
Priority 5 Outcome 3: EQ7 will maintain a high graduation rate Metric/Method for Measuring: Graduation rate						
Applicable Student Groups	Baseline	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028

All Students	N/A	N/A	N/A	N/A	Graduation rate will be equal to or higher than that of the District Average.	Graduation rate will be equal to or higher than that of the District Average.
Hispanic/Latino	N/A	N/A	N/A	N/A	Graduation rate will be equal to or higher than that of the District Average.	Graduation rate will be equal to or higher than that of the District Average.
English Learner	N/A	N/A	N/A	N/A	Graduation rate will be equal to or higher than that of the District Average.	Graduation rate will be equal to or higher than that of the District Average.
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	Graduation rate will be equal to or higher than that of the District Average.	Graduation rate will be equal to or higher than that of the District Average.
Students with Disabilities	N/A	N/A	N/A	N/A	Graduation rate will be equal to or higher than that of the District Average.	Graduation rate will be equal to or higher than that of the District Average.
Priority 6 Outcome 1: EQ7 will maintain a low suspension rate that is < 2%.						

Metric/Method for Measuring: % of student suspensions						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	< 2%	< 2%	< 2%	< 2%	< 2%
Hispanic/Latino	N/A	< 2%	< 2%	< 2%	< 2%	< 2%
English Learner	N/A	< 2%	< 2%	< 2%	< 2%	< 2%
Socioeconomically Disadvantaged	N/A	< 2%	< 2%	< 2%	< 2%	< 2%
Students with Disabilities	N/A	< 2%	< 2%	< 2%	< 2%	< 2%
Priority 6 Outcome 2: EQ7 will maintain a low expulsion rate that is < 0.5%.						
Metric/Method for Measuring: % of student expulsions						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Hispanic/Latino	N/A	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
English Learner	N/A	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Socioeconomically Disadvantaged	N/A	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Students with Disabilities	N/A	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Priority 6 Outcome 3: EQ7 will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.						
Metric/Method for Measuring: % of participation in school climate survey and survey results						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually) ; Establish stakeholder approval ratings	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder

		on school climate (estimated target 80% annually)	der approval ratings as needed on school climate (estimated target 2-3% annually)	der approval ratings as needed on school climate (estimated target 2-3% annually)	der approval ratings as needed on school climate (estimated target 2-3% annually)	der approval ratings as needed on school climate (estimated target 2-3% annually)
Hispanic/Latino	N/A	Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually) ; Establish stakeholder approval ratings on school climate (estimated target 80% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)
English Learner	N/A	Establish high rate of	Increase rate of participat	Increase rate of participat	Increase rate of participat	Increase rate of participat

		participation (overall and by stakeholder group) as needed over previous year (estimated target 75% annually) ; Establish stakeholder approval ratings on school climate (estimated target 80% annually)	ion (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	ion (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	ion (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	ion (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)
Socioeconomically Disadvantaged	N/A	Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually) ; Establish stakeholder approval	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase

		ratings on school climate (estimated target 80% annually)	stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)
Students with Disabilities	N/A	Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually) ; Establish stakeholder approval ratings on school climate (estimated target 80% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually) ; Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)

#### ACADEMIC CALENDAR AND SCHEDULES

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

EQ7 will offer at least the minimum number of instructional days per year (175days) and number of instructional minutes per grade (grade K = 36,000, grades 1- 3 = 50,400; grades 4-8 = 54,000 9-12 64,800). We anticipate offering more than these minimums each year. The following sample schedules are planned with an assumption of 175 instructional days. In the sample schedules below, recess, lunch and PE are staggered for the grades to distribute usage of the physical recreation space across the grades and avoid crowding. Knowing the typical academic level of the students in the area, EQ7 believes that the amount of time allocated to Language Arts will be more than sufficient, even allowing for the intensive needs that some students will have. If students below grade level are not making satisfactory progress through all supports and interventions that the school is able to provide, the school and the parents together may decide to forgo world language instruction until the student is making sufficient progress. EQ7 anticipates that this would happen only rarely, if ever. If it were to occur, the student would then be placed into the world language instructional level appropriate to his or her needs, as would a student entering the school who had missed prior instruction.

The schedule below is a sample to convey how EQ7 might organize the instructional day in kindergarten-third grade (57,750 minutes in this schedule, at 330 minutes/day for 175 days). Instructional activities for each content area will be varied, emphasizing developmentally appropriate activities such as structured play and games, to keep kindergarten students engaged throughout each block of time.

Subject Area	Grades K-3
Morning Meeting	10 min
Language Arts	120 min
Social-Emotional Development	20 min
Mathematics	60 min
World Language	30 min, 3 times per week
Recess & Lunch	40 min
Social Studies, Science, Art and/or Music	90 min
PE	30 min, 2 times per week
Encore/Enrichment	60 min

The schedule below is a sample to convey how we might organize the instructional day in grades 4-8 (68,250 minutes in this schedule, at 390 minutes/day for 175 days):

Subject Area	Grades 4-6	Grades 7-8
Morning Meeting	10 min	10 min
Language Arts	120 min	60 min
Social Studies	30 min	60 min
Science	60 min	60 min
World Language	30 min	60 min
Lunch & Recess	35 min	35 min
Mathematics	60 min	60 min
Encore/Enrichment	60 min	30 min
P.E.	30 min	30 min

### Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	139	390	36	300	0	0	0	0	175	36000	65010	29010
1	Yes	139	390	36	300	0	0	0	0	175	50400	65010	14610
2	Yes	139	390	36	300	0	0	0	0	175	50400	65010	14610
3	Yes	139	390	36	300	0	0	0	0	175	50400	65010	14610
4	Yes	139	390	36	300	0	0	0	0	175	54000	65010	11010
5	Yes	139	390	36	300	0	0	0	0	175	54000	65010	11010
6	Yes	139	390	36	300	0	0	0	0	175	54000	65010	11010
7	Yes	139	390	36	300	0	0	0	0	175	54000	65010	11010
8	Yes	139	390	36	300	0	0	0	0	175	54000	65010	11010
9	Yes	139	390	36	300	0	0	0	0	175	64800	65010	210
10	Yes	139	390	36	300	0	0	0	0	175	64800	65010	210
11	Yes	139	390	36	300	0	0	0	0	175	64800	65010	210
12	Yes	139	390	36	300	0	0	0	0	175	64800	65010	210





## 2022 -2023 Equitas Academy Charter Schools Academic Calendar - DRAFT

4 Independence Day  
DATE Kindergarten Testing  
18 Start of Summer Enrichment

JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 No School/PD Day  
3 All Sites/SSC  
11 MS Cafecito  
12 ES Cafecito  
16 No School/MLK Day  
18 MS Family Night  
19 ES Family Night

Totals	
SSC	6
Cafecitos	9
ELAC Meetings	5
Family Nights	4
Family Days	2

Instructional Days: 0

1-5 New Families Orientation  
8-12 Returning Family Registration  
8-12 Leadership Week  
15-19 New Staff Week  
22-26 All Staff Week  
26 Last Day of Summer Enrichment  
29-31 School Site PD Week

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Instructional Days: 20

4 MS Family Day  
7 All Sites/SSC  
8 MS Cafecito/ELAC Meeting  
9 ES Cafecito/ELAC Meeting  
11 ES Family Day  
20 No School/President's Day

Instructional Days: 0

1-2 School Site PD Week  
5 No School/Labor Day  
6 First Day of School  
12-23 MAP Testing  
14 MS Cafecito/ELAC Meeting  
15 ES Cafecito/ELAC Meeting  
21 MS Family Night  
22 ES Family Night

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH						
S	M	T	W	T	F	S
				1	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Instructional Days: 19

1 ELPAC SA Testing Window Opens  
6 No School/PD Day  
8 MS Cafecito/ELAC Meeting  
9 ES Cafecito/ELAC Meeting  
10 End of Trimester 2  
16 Early Dismissal/Parent Conf.  
17 No School/Parent Conf.  
31 No School/Cesar Chavez Day

Instructional Days: 19

3 No School/PD Day  
4 All Sites/SSC  
12 MS Cafecito  
13 ES Cafecito  
19 MS Family Night  
20 ES Family Night  
20 EXLP Light's On After School

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Instructional Days: 20

3-7 No School/Spring Break  
10 No School/PD Day  
11 All Sites/SSC  
12 MS Cafecito  
13 ES Cafecito  
18-27 CAST

Instructional Days: 20

1 All Sites/SSC  
5 MS Family Day  
9 MS Cafecito/ELAC Meeting  
10 ES Cafecito/ELAC Meeting  
11 No School/Veteran's Day  
18 End of Trimester 1  
19 ES Family Day  
23-25 No School/Thanksgiving  
28 No School/PD Day  
29-30 Winter MAP

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Days: 14

5 ELPAC SA Testing window closes  
10 MS Cafecito/ELAC Meeting  
11 ES Cafecito/ELAC Meeting  
15-26 SBAC Testing  
17 MS Family Night  
18 ES Family Night  
29 No School/Memorial Day  
30-31 Spring MAP

Instructional Days: 17

1-8 Winter MAP  
8 Early Dismissal/Parent Conf.  
9 No School/Parent Conf.  
19-30 No School/Winter Break

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Instructional Days: 22

1-9 Spring MAP  
6 All Sites/SSC  
7 MS Cafecito  
8 ES Cafecito  
19 No School/Juneteenth Observance  
23 Last Day of School/Early Dismissal

Instructional Days: 11

No School  
Early Dismissal

Instructional Days: 16

Total Instructional Days: 178  
Regular School Days: 142  
Short School Days: 36

Students, who are between the ages of six and eighteen years, and not otherwise exempted, are subject to compulsory full-time education. Students who are at least sixteen years of age are allowed to attend school part-time through a continuation or other alternative education program. Parents are required by law to send their children to school. Failure to comply with these requirements may lead to a referral to a School Attendance Review Team (SART), a School Attendance Review Board (SARB), the District or City Attorney's Office, and/or the Juvenile Court. When necessary, legal action can be taken against the parent or the student, depending on who is responsible for failing to comply. Regular attendance and punctuality are essential for success in school and necessary for success later in life. Each student at EQ7 has the responsibility to attend all classes regularly and to be on time. The required attendance of children shall conform to the minimum standards prescribed by State law. Therefore, absences from school should be only for illness or an emergency. In case of absence from school:

- The parent/guardian must notify the school prior to the beginning of the school day from which his/her child will be absent. Calls are to be made to the EQ7 office. Parents who do not call the school will be called at home or work to verify the absence;
- Any student who needs early dismissal must bring a note signed by the parent/guardian. The note must indicate who will pick up the child. Parents or a designated adult will be required to sign the child out when they leave and then sign in if they return for the remainder of the school day and a photo ID will be required. A sign-in/sign-out sheet is located in the EQ7 office;
- While permission will be given to keep a dental/doctor appointment during school hours, parents are encouraged to make these appointments outside of class hours, if at all possible. Every tardy or absence slows the progress of a child's development;
- Both "excused" and "unexcused" absences are counted toward the maximum allowable absences. The distinction is made between "excused" and "unexcused" absences for the purpose of determining whether or not a student may have the opportunity to make-up class work and whether or not disciplinary action is in order; and
- A student will be retained in his/her present grade level if he/she has been truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas.
- Students who are habitually or chronically absent or tardy may be required to complete additional assignments to ensure that they are not falling behind academically.

California Education Code 48205 provides that the term "excused" will refer to any absence from a class based on the following:

- Illness
- Quarantine
- Medical, dental, optometric, or chiropractic appointment
- Attending the funeral of an immediate family member, e.g. mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student. (one day within the state, three days outside the state)
- Illness or medical treatment of a child of whom the student is the custodial parent
- Personal illness
- Justifiable personal reasons when the pupil's absence has been requested in writing by the parent **and** pre-approved by the principal or designee. (Absences that fall into

this category include, but are not limited to an appearance in court, attendance at a funeral service, observance of religious holiday or ceremony. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.)

The term “unexcused” will refer to any absence from a class based on the following:

- Truancy
- Any absence where a student fails to provide appropriate written documentation of the absence (Students should have written documentation for absences in-hand on the first day that they return to school or an email from a parent or guardian sent to the EQ7 Office.)
- Leaving school early without proper authorization
- Each day that a student is late without appropriate documentation
- Other unexcused absence defined by the Principal

### **Truancy**

EQ7 will act according to any federal, state, county and/or local laws or rules for any student who is deemed as truant, including but not limited to referring the parent/guardian of the student under eighteen (18) to Juvenile Court for possible prosecution.

The term “truancy” will refer to the following:

- Leaving school without permission;
- Being absent from school without a parent’s/guardian’s knowledge;

### **Habitually Truant**

Student has:

- 5 consecutive unexcused absences; or
- 7 unexcused absences in one month; or
- 12 unexcused absences in one school year.

### **Chronically Truant**

Student has:

- 7 consecutive unexcused absences; or
- 10 unexcused absences in one month; or
- 15 unexcused absences in one school year.

If the student is habitually truant, and the student’s parents have failed to improve the student’s attendance, the Board authorizes the Principal or his/her designee to inform the student and his/her parents of the truancy record and EQ7’s intent to notify the Judge of the Juvenile Court of the student’s excessive truancy.

The Site Director or his/her designee is also authorized, at the Site Director’s discretion, to dismiss the student from the school.

### **Tardy Policy**

- All students reporting to school after EQ7’s school day begins will be considered tardy. Tardiness is a violation of the Code of Conduct and may lead to disciplinary

- action which could include suspension, dismissal or expulsion.
- Students must be in their assigned classroom by the start of school day.
  - While permission will be given to keep a dental/doctor appointment during school hours, parents are encouraged to make these appointments for times other than class hours, if at all possible. Every tardy or absence slows the progress of a child's development.

Tardiness is only excused for valid reasons, which include, but may not be limited to:

- Illness or injury
- Death in the family
- Medical or dental appointments
- Religious observances
- Court Summons

### **MATHEMATICS PLACEMENT**

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

### **TRANSITIONAL KINDERGARTEN**

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

The curriculum for Transitional Kindergarten at Equitas Academy 7 will be aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, per Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)).

### **WASC ACCREDITATION**

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

Equitas 7 will graduate its first class of seniors in 2027 and will obtain WASC Accreditation before that date.

### **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials

and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

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

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

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

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

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

### **English Language Learners**

Equitas Academy provides a structured, achievement-based community that prepares students to graduate from college-preparatory high schools, four-year colleges and universities. In order to achieve this mission at Equitas Academy, we must ensure that all English Language Learners (EL) become fluent readers, speakers, and writers of the English language as quickly as possible. Serving families in the Pico-Union neighborhood of Los Angeles, we have an EL population of 40% or more. Our Educational Program was specifically built to meet the needs of our EL population. Through our intensive focus on literacy and academic supports, we believe that our students will move toward mastery of the English language at a rapid pace.

EQ7 has structured its curriculum and instructional program to meet the needs of a significant EL population with respect to language development. EL scholars respond well to a plan of instruction in which each aspect of the language builds on another, with frequent opportunities

for practice. The goal is for EL scholars to gain fluency in English as quickly as possible in a supportive setting and asset-based environment. Our EL program addresses the process for scholar identification, curriculum, assessments, reporting, progress monitoring and redesignation as well as professional development and teacher qualifications for working with our EL scholars.

Supporting our EL scholars, almost all of whom are Spanish speaking, requires that we take an approach that ensures the quickest acquisition of English. It also requires that we respect the culture and home language of our scholars. In order to reach the goal of strong English fluency and respect for the native language of our scholars, we provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. EQ7 helps scholars identify that their bilingual capacity is an asset, an admirable and necessary skill. EQ7 teachers and leadership communicate to parents in their native language as needed, but use English instruction for the content areas in the classroom.

We believe that the best approach to provide a comprehensive designated and integrated ELD instructional program for every EL scholar is through an inclusive structured English immersion (SEI) program. In an inclusive SEI program, EL scholars are fully included with their

English-speaking peers. The program provides the extra support scholars need, while immersing them in the English language.

### **English Learner Instructional Program**

Within our SEI program, we meet the needs of our significant English Learner population via specific supports and strategies across the curriculum and instructional day designed to foster their English Language proficiency. All English learners receive daily Designated ELD and Integrated ELD to support their language proficiency growth.

### **Designated ELD**

In our Elementary schools, Designated ELD occurs daily during a 35 minute Guided Reading group, in which EL scholars work in small groups based on their literacy levels and ELPAC proficiency level. During this time, there is an explicit focus on the ELD Standards and a specific language skill which is directly reinforced and practiced with a text at the scholars' reading levels.

In our Middle schools, Designated ELD occurs daily during a 30 minute school-wide intervention period in which EL scholars are placed into small groups based on their ELPAC proficiency level and receive Designated instruction. During this time, there is an explicit focus on the ELD Standards and a specific language skill which is directly reinforced and practiced with content from the grade level Integrated ELD classes. This explicit ELD instruction enables targeted English Language instruction in the context of grade-level literacy development and is connected to Integrated ELD content

Designated teachers utilize the California ELD standards to guide selection of specific and foundational language skills that supports proficiency with the ELD Standards. Designated ELD classes follow a daily and weekly instructional routine which focuses on direct input of an explicit language skill or sub-skill that is directly tied to an ELD Standard in either the

Emerging, Expanding or Bridging proficiency level depending on the proficiency level of the group.

Designated Teachers focus on a cycle of instruction that begins with supporting scholars to make connections to the language skill (personal, academic, content specific), then moves to explicit language instruction (Teacher build schema through anchor charts, input and modeling), and scholar practice (with a focus on academic discourse) and ends with formative and summative assessment.

This instructional routine was created and is implemented to build off of the core Integrated ELD content from Achievement First and Expeditionary Learning curriculum. Achievement First is used in all grade levels and core content areas (Math, ELA, Science and Social Studies), while Expeditionary learning is currently being piloted in ELA and Social Studies. In aligning the Designated ELD instructional routine with the core curriculum, we give ELs the opportunity to connect their language development practice to the language demands of specific content taught during their core content areas. This is important because language and content are inextricably tied together and do not live in isolation.

Designated ELD instruction focuses on a clear language target (explicit language instruction, modeling, scholar practice), intentional scaffolds which are based on data, frequent and structured academic discourse opportunities, and providing clear and specific feedback to scholars. Additionally, Designated ELD teachers monitor the progress of the scholars in their classes through a trimester data cycle using the Observation Protocol for Teachers of English Learners.

### **Integrated ELD**

Integrated ELD is taught daily and in all subject areas and classes throughout the school day. Integrated ELD teachers instruct with their core content standards, while adding an additional focus of the CA ELD Standards to support the specific language proficiency needs of the ELs in their class. All Integrated ELD teachers select a daily language focus which is tied to the language objective taught and practiced during Designated ELD.

Additionally, Integrated ELD teachers utilize intentional language scaffolds, based on EL Scholar data, to ensure ELs can access the core curriculum and build the academic language skills needed to fully interact with the core content. Integrated ELD classes utilize Achievement First and/or Expeditionary Learning curriculum in all core content classes in all grade levels. These curricula meet the needs of our English Learners by providing a rigorous, standards-based curriculum that gives scholars repeated opportunities to practice and receive feedback on their application of the skills outlined in the Common Core Standards. Additionally, our ELs receive extensive practice with all four language domains (speaking, listening, reading and writing) through the use of this curriculum.

At EQ7, EL scholars are taught by teachers who have or are pursuing a Cross-cultural, Language and Academic Development (CLAD) Certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate. Teachers have intimate knowledge of their scholars' varying abilities through formal test data, regular communication among teachers, informal weekly assessments and a trimester progress monitoring cycle. Our teachers work closely with one another across all content areas to ensure the needs of EL scholars are met.

All Integrated ELD and Designated ELD teachers receive professional development throughout the school year which focuses on the following topics: analyzing and applying the ELD Standards into daily instruction, selecting a language focus and explicit language instruction, using data to inform and apply Intentional Scaffolds, structuring academic discourse to ensure ELs talk and utilize academic language, building connection with English learners and viewing scholars' native language as an asset in the classroom.

The following program(s)/resources were selected and meet the needs of ELs as evidenced in the Doing What Works webpage established by the Federal Department of Education. It lists five specific strategies that have been proven to be highly effective for supporting EL scholars, and we are confident that our school incorporates these strategies during language arts, math, science, and social studies instruction:

### **Screen and Monitor Progress**

The federal recommendation is that an effective program for ELs includes well-developed assessments for identifying scholar needs. This corresponds with EQ7's focus on data-driven instruction. We assess our scholars' progress frequently and use the results of the assessments to drive overall instruction as well as identify scholars in need of individual intervention. The School Director oversees this process while working closely with teaching staff.

### **Provide Reading Intervention**

Recognizing that ELs are often at risk for increased reading needs, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core-reading program. A key element to EQ7's educational program is regular small-group tutoring for scholars who are struggling. The Department of Education recommends that the intervention "utilize fast-paced, engaging instruction." This aligns with our philosophy that instruction should be delivered at a brisk and deliberate pace.

### **Teach Vocabulary**

One of the most important components in language acquisition is vocabulary development. In the most effective schools, scholars are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. Research shows that effective vocabulary instruction:

- Teaches vocabulary in context
- Gives scholars tools to expand word knowledge independently
- Reinforces word learning with repeated exposures over time
- Stimulate scholars' awareness and interest in words
- Encourage scholars to read widely

### **Develop Academic English**

For ELs to have academic success, it is essential that they develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic



tasks such as comparing, synthesizing, and inferring. At EQ7, vocabulary development will be part of all subjects, not only English Language Arts, and will include explicit scaffolding of higher-order academic tasks.

Although language acquisition experts such as Jim Cummins predict that it could take ELs five years or longer to become truly proficient in CALP, we expect that the extended school day and training our teachers on the use of academic English will accelerate this process through increased daily exposure to academic English.

### **Schedule peer learning**

Scholars improve their mastery of language through use. The Department of Education's recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow scholars to work together to provide practice and extension of language skills.

We will implement the practice of "turn and chat" in which the class is given a question or prompt and instructed to discuss the topic with a partner. Although these interactions are brief, lasting from a few seconds to several minutes, when used frequently throughout the day, there is a significant cumulative increase in authentic language practice.

## **English Learner Identification and Assessment**

### **Scholar Identification**

EQ7 will adhere to all applicable state and federal laws and regulations with regard to serving EL scholars.

Families will complete a home-language survey upon enrollment in the school for all scholars who are entering a California Public school for the first time. Scholars whose primary language is not English and are entering a California public school for the first time will be assessed over the summer or within the first 30 days of enrollment using the Initial English Language Proficiency Assessment for California (ELPAC IA). We will notify all parents of the ELPAC results within 30 days of enrolling. The ELPAC will be used to fulfill the requirements for initial testing and also the annual English proficiency testing of all English Learners in the spring of each year.

As with all incoming scholars, additional assessments will be administered to determine the specific language learning needs of the scholar (i.e., phonemic awareness, phonics, fluency, vocabulary) in order to create a plan to best meet the scholar's needs during both core classes, Designated ELD and additional instructional times.

EL scholars will be placed in mainstream classes for core academics and will receive additional English Language instruction during Designated ELD, using the English-Language Development Standards for California Public Schools as a guide. Based on assessment results, the School Director will work with teachers to create a plan to meet the additional instructional needs of each scholar identified as an English Learner. This instruction may occur during specially-designed guided reading classes and/or intervention blocks and may also occur as specialized pull-out instruction during other classes during the day, as appropriate.

### **Scholar Assessment**

In accordance with the California English Language Development Standards, scholars will be assessed and monitored on the following domains: listening, speaking, reading, and writing. All English Learner scholars will take the annual summative ELPAC in the spring of each year. Scholars with individual educational plans will be given accommodations based on scholar's Individual Educational Plans. We will notify parents of the results within 30 days of receiving the Summative ELPAC results or within two weeks of the start of the next school year if the

results are received after our last day of instruction. Parents will be notified regarding their child's English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

### **How the Program will Meet the State ELD Standards and use the results Of The ELPAC**

Our programs to support English Learners are based on the 2012 California ELD Standards. EQ7 will administer the English Language Proficiency Assessments for California (ELPAC) system as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

The English language proficiency of all currently enrolled English Learners is assessed in accordance with the ELPAC test contractor's directions and California Education Code guidelines. Scholars with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the scholar's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to scholars who are unable to participate in the ELPAC test, according to the guidelines set forth in the scholar's IEP. EQ7 notifies parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results from the test contractor. Scholars are monitored in conjunction with the California English Language Development Standards levels described below:

Level	Description

4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to- moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to- moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

### **Progress Monitoring and Reclassification**

## **Process for Monitoring Progress of English Learners**

EQ7 uses a systematic process to monitor ELs' progress toward English proficiency. Teachers assess scholar progress, both formally and informally, throughout the year. Assessment data is used to determine individual proficiency levels and to modify instruction to meet scholars' needs.

Designated ELD teachers will monitor the progress of ELs through a trimester data cycle that includes data collection, intervention implementation and data sharing with scholars/families. Below are the descriptions for each part of the cycle of Trimester Progress Monitoring:

1. **Trimester Data Collection:** Designated ELD teachers use the OPTEL Rubric (Observation Protocol for Teachers of English Learners) to monitor the progress of ELs each trimester in all four language domains (speaking, listening, reading and writing). The OPTEL rubric asks teachers to assess scholars' proficiency in each language domain compared to English proficient grade-level peers.
2. **Trimester Data Analysis and Intervention:** Based on the data collected, Designated and Integrated ELD teachers will collaborate to analyze the data and then determine if additional interventions are needed. Classroom interventions include utilizing additional intentional scaffolds to provide greater access or a focus on sub-skills that need to be taught to support with a specific ELD standard. Some scholars might require more intensive interventions which would be discussed with all members of the grade level team and the scholar's guardian to determine the most appropriate level of support.
3. **Trimester Data Sharing** Designated ELD teachers will share the data collected with scholars and families one time each trimester. Scholars will participate in age appropriate data chats with their teacher in which they will co-construct a trimester goal based on the data in each of the four language domains. Homeroom teachers will share this data with families through report card comments and during parent conferences.

The school site leadership (School director, Assistant School Director, and EL Teacher Leader) and Network Leadership (the Director of ELD) will review the data on a trimester basis to determine trends and additional school-wide support that may be needed.

Additionally, the school site leadership team and the Director of ELD will review an on-track to reclassify report on a quarterly basis. This report will show how English Learners are currently doing in each of the criteria for reclassification. Analyzing the data from this report will help determine scholars who may need interventions and will identify school-wide trends and professional development opportunities for teachers based on scholars' needs.

A direct focus of progress monitoring will be to specifically analyze the data targeted groups of ELs: Newcomers, At-risk of Long Term English Learners and Long-Term English Learners.

### **Newcomers**

Newcomer scholars who have been in the country for three years or less and scholars who are at the emerging language proficiency level who may be unable to complete some of the grade level academic content and will require additional support. The teacher and instructional leadership team will determine in class and out of class support these scholars might receive to ensure scholars do not fall behind in their core content proficiency. All newcomers in grades 3rd-8th grade will utilize Imagine Learning software to support their specific learning needs.

Imagine Learning is an adaptive software program that supports all language domains and provides targeted instruction for scholars.

**Process for monitoring progress and supports for Long Term English Learners (LTELs) and scholars at risk of LTEL status**

The schools will track student performance of all ELs, with a specific focus for LTELs and scholars at risk of LTEL status. All progress monitoring data analyzed will be filtered based on LTEL status to determine scholars who are LTELs or at-risk of LTEL. Because the needs of LTELs are varied, we will work with our school site leadership team to identify the reasons why a student has not acquired English at an expected rate and determine the best intervention approach for that student moving forward.

Students and their parents/guardians will be made aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as students' specific barriers to reclassification and ways to address them. Additionally, students and their parents/guardians will be made aware if their scholars are at risk of becoming a long-term English Learner.

**Process for Monitoring Reclassified (RFEP) Students**

The schools will also monitor the progress of scholars reclassified as RFEP for four years following redesignation to ensure that they maintain English proficiency and are experiencing success in all content areas. RFEP scholars who need additional support will receive intentional scaffolds and targeted intervention as needed.

**Reclassification**

EL scholars will be re-evaluated each spring until re-designated as English Language proficient. ELs will be reclassified based on ELPAC Assessments, SBAC ELA Scores, NWEA ELA scores, teacher recommendation and parent consultation. The teacher's recommendation will be based on a culmination of evidence, indicating mastery of a given ELD level, which may include classroom-based informal and formal assessments, as well as interim and trimester exams, given over a school year.

Scholars who have been identified as EL will be reclassified to fluent English proficient (RFEP) according to the following guidelines, based on the California Department of Education's reclassification criteria:

Reclassification Criteria
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Assessment of Language Performance	Annual ELPAC Scores: Overall performance level of 4 which encompasses all language domains: listening, speaking, reading, and writing
Basic Skills Comparison	CAASPP ELA Results: CAASPP results in ELA at Standard Nearly Met, Standard Met, or Standard Exceeded Or NWEA ELA Scores: Minimum of 30 <sup>th</sup> Percentile
Teacher Recommendation	Teacher confirms Language Performance Assessment and Basic Skills Comparison are accurate reflections of scholar's readiness to reclassify through analysis of classroom assessments.
Parent Opinion and Consultation	Parents and teachers meet to discuss in a parent/teacher conference. OR Parents are sent a Notification of Reclassification and acknowledges the scholar's change in language classification with an option for individual conference as needed.

Scholars who are reclassified to RFEP will continue to be monitored for four years after their reclassification. During this monitoring period, ELPAC testing will not be required.

#### **Reclassification for English Learners who have an IEP**

ELs who have been in the country for over 6 years and have an IEP are potentially eligible for an alternative reclassification process. During the annual IEP process, school teams will determine if an EL Scholar requires additional language support or is ready to reclassify based on comprehensive data collected by the IEP team and gains made on ELD goals.

Recommendations from the IEP team will be discussed during the IEP meeting and will only be implemented with parent consultation and agreement.

#### **Educational Program for English Language Acquisition**

The EQ7's model seeks to create a school where all scholars achieve academic success. We have a scholar population that includes a majority of scholars who are socioeconomically disadvantaged and may begin at our school performing below grade level. The Charter School is designed to include multiple supports for all learners, including subgroups that are historically underperforming. We strive to include all of our scholars—scholars achieving below, at, and above grade level, inclusive of English Language Learners and scholars with special needs—in an environment that supports their continued academic and character development. Because the least restrictive environment is often a traditional classroom setting, we will work to include multiple supports for all learners within the classroom setting and at other opportunities throughout the school day and week.

Based on strategies proven effective at high-performing schools with similar scholar populations, the supports EQ7 offers include:

1. **Effective Classroom Management and Effective Teaching Techniques** Teachers are experienced professionals, dedicated to minimizing scholar misbehavior and maximizing each scholar's involvement in class. Scholars are engaged in a meaningful way 100% of the time, whether by working independently or in a group, participating in a class discussion, or actively listening to a class lecture. Teachers provide constant opportunities for scholars to interact with the material and use frequent checks for understanding to ensure that no scholars fail to master the content. It is expected that scholars are actively involved, from listening attentively to a speaker, to taking notes, to using work time efficiently from the start to end of class.
2. **Differentiated Instruction** While our goal is mastery of the state common core content standards for all children in every subject, we recognize that not all children learn in exactly the same way and it is our responsibility to teach so that all children learn. The use of differentiated instructional strategies allows teachers to efficiently and effectively use class time to meet the varied learning styles and needs of scholars within a single class period.<sup>4</sup>

Teachers use assessment data, classroom observation, interest inventories, learning style surveys, and other tools to identify scholar's unique needs, strengths, and weaknesses. They meet the widespread learning needs of their scholars using such differentiation strategies as:

- tiered activities
- flexible ability groups
- leveled readings
- choice of tasks or topics
- learning centers
- problem-based learning
- varied time allotments or staggered due dates
- group or partner work
- learning logs or journals
- individualized practice sets

While the exact process or product that evidences mastery may vary from scholar to scholar, differentiated instruction allows for all scholars to achieve success with the same content standards.

1. **Leveled Guided Reading Groups** Our guided reading groups are the only classes where scholars are grouped by ability. These groupings allow the most struggling readers to work in the smallest possible groups and teachers to focus on remediating specific skill deficits in order to effectively and efficiently accelerate the fluency, decoding, vocabulary, and comprehension skills of all scholars. These groups also allow the most advanced readers to continue to excel, as they may reach beyond grade-level content into material that best meets their advanced needs. Scholars' reading achievement is assessed frequently, and scholars may be moved at six-week intervals in order to ensure they are being instructed with books at the appropriate level. ELs will receive designated ELD support in Leveled reading group time in Elementary schools.
2. **Frequent Assessment, Feedback, and Communication** We believe that honest, systematic, and frequent feedback about scholar progress is critical to scholar success. Teachers

quickly score assessments and return these tools in a timely manner so that scholars can immediately correct and learn from their mistakes. Progress is communicated to families each week through completed work packets and through formal progress reports or report cards.

3. **Interventions** We believe in providing support structures to ensure all scholars meet mastery. We are organized some support structure to facilitate scholar learning and include the following:
  - a. **Fluency and Decoding Groups:** These groups offer a systematic phonemic awareness and phonics instruction necessary to accelerate scholars to grade-level appropriate fluency and decoding skills. Scholars initially are assigned to these groups based on assessment data and frequently are assessed to monitor progress and make changes as appropriate.
  - b. **RTI:** In addition to the fluency and decoding groups, scholars needing additional assistance in other areas may be assigned to RTI sessions based on a specific need and remain in the group until the deficiency is remediated. These groups may focus on a variety of specific skills/standards and will vary throughout the year and may also be offered before, during, or after the school day.
  - c. **Newcomer Support:** Scholars who have recently arrived in the United States may require extra intervention to build foundational literacy skills in English. Teachers will group Newcomers together during Designated ELD and also provide Imagine Learning Software which specifically targets the needs of newcomers and is adaptive to individual scholar needs.
  - d. **Enrichment:** Additional enrichment opportunities are offered during and after school throughout the year and made available to scholars.

Services and Supports for English Learners, Including Instructional Strategies and Intervention EQ7 will ensure that teachers are qualified and supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified, and will place a priority on hiring teacher(s) that speak scholar's native languages and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development focused on Integrated ELD, Designated ELD, structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, ELD Standards, language development, intentional scaffolds, progress monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL scholars' needs.

EQ7 will ensure all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards. Teacher professional development will focus on developing reading and writing skills of EL scholars. Strategies to assist EL scholars in each classroom will include analyzing and applying the ELD Standards into daily instruction, selecting a language focus and explicit language instruction, using data to inform and apply Intentional Scaffolds, structuring academic discourse to ensure ELs talk and utilize academic language, building connection with English learners and viewing scholars' native language as an asset in the classroom.

English language learning is not a disability. It's not a barrier. ELLs have a language; it is just not English. Lack of English is not perceived as a problem, but rather as an opportunity to add an



innate language. When appropriately supported, bi- or multilingualism is an asset, an indicator of intelligence and ability.

The curriculum encourages teachers to honor and incorporate children's home languages as students learn English. Teachers can learn words and phrases in their students' home languages and publicly acknowledge them, for example, by adding the words and phrases to anchor charts and using them during various classroom routines.

To describe this process and the student learning English, EL Education opts for the common term "English learner" and "English learning" (EL). Although "emergent bilingual" is an apt, asset-based term to describe students who are in the process of adding English to their linguistic repertoire, this term has some fundamental sticking points: Unfortunately, for those with less experience in this field, "emergent bilingual" is often confused with bilingual education, and the EL Education curriculum is designed for multilingual contexts for learning English. In addition, many state English language development (ELD) standards use "emergent" to describe only their lowest-proficiency students.

All educators are responsible for EL success.

As educators, we all are responsible for educating ELs. This includes administrators, counselors, assessment specialists, and teachers. At the school level, schedules, materials, and any additional supports need to be in place to support the work with ELs in classrooms. As educators, how we interact with ELs and plan for and enact learning opportunities can make a fundamental difference in their educational careers and their lives. Assessment specialists must ensure that the district assessments are fair and unbiased toward ELs. All educators can make it or break it for an EL.

The EL Education curriculum integrates high-leverage instructional approaches that can assist all learners, but most especially ELs. Two of the most important approaches are Language Dives and Conversation Cues (see the "How is the curriculum structured?" section and the table titled "Eight High-Leverage Approaches to Supporting ELs."). We hope that all educators, by consistently incorporating these two high-leverage instructional approaches in particular, will come to understand how to better assist their ELs on a regular basis.

Second language development reveals itself in various ways

Understanding second language development is important. As demonstrated by the student profiles above, students who are developing a new language in addition to their home language arrive from different places. As they embark on learning a new language, they may vary in the speed and accuracy with which they use English. And not all language learning follows a linear path of progression. Often students will seem to regress, reverting to developmental errors they had used previously, then after a few months, jump ahead. In some cases, students may demonstrate understanding through gestures. Some students may learn a short phrase and overextend its use.

Other students who have more outgoing personalities may attempt to speak regardless of errors. Critical errors should be tracked and addressed, but always with the consideration that language errors are a sign of beneficial risk-taking and growth. It is important to be aware of a student's English level so the student can receive instruction and support that will foster language and

academic growth. A newcomer student may need the support of visuals in order to participate in class activities. However, these initial kinds of support would not be appropriate or sufficiently challenging for a student who is at a more intermediate stage, and might in fact hinder him or her from making greater progress. ELs need to be assisted in ways that will allow them to continuously move to more proficient levels of English. For this reason, we must always combine the appropriate supports with rigor (Wong Fillmore & Fillmore, 2012; Staehr Fenner, 2013; Gibbons, 2010; García & Walqui, 2015).

Productive and equitable conversation spurs language learning.

Oral language is critical. It is the basis for reading with comprehension and writing fluency. Therefore, for ELs, it is important to opt for interactions that are more productive and conversations that are more academically based. Before students can write successfully, they must discuss the content they are to write and the precise language they will need to use to communicate through writing. Their conversations should be content-related but also metacognitive: Students should be able to explain why they are completing any given task and what they have learned from their work. They have to engage in academically productive conversations, guided by the teacher, that call out language structures that make for great complexity in literary and informational texts. In extended, task-based interactions with peers, with teachers present to provide guidance and feedback to support effective communication, ELs encounter authentic opportunities to grapple with language to achieve specific goals, to self-correct, and to succeed. Indeed, environments where ELs have multiple opportunities to negotiate the meaning of content are most conducive to second language learning.

Diversity and children's backgrounds should be honored.

The curriculum is built on texts and tasks that honor the knowledge, languages, beliefs, and skills that exist in the cultures and backgrounds of our students and their families. For example, in the Grade 4, Module 3, Perspectives on the American Revolution, students read varying accounts of the Revolutionary War, including European, Native American, and African American perspectives. They formulate and write about their own opinion of the war. Honoring children's backgrounds also means asking students and their parents to share their knowledge, languages, beliefs, and skills with their peers and the teacher. In this way, ELs can shine and their classmates can learn from them and their families (Gay, 2000).

### **Concretely, where and how are ELs are supported in the K–2 curricula?**

Module lessons and Labs:

<b>GRADES K-5 MODULE LESSONS</b>	EL instruction is seamlessly integrated into the main body of the lessons.
	Language proficiency standards, lesson highlights, and levels of support are provided at the beginning of each lesson in the Supporting English Language Learners section. Lesson-specific ELL supports also are added to Meeting Students' Needs sections.

GRADES K–2 LABS	In primary grades, rich oral language and exploration of content through multiple modalities is a hallmark of the Labs. Although Labs don't include formal scaffolds for ELs, the lesson foci and activities allow ELs to focus on, practice, and play with language. Every Lab session also begins with “storytime” (a read-aloud), which continues to expose ELs to important content and complex text in English.
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### **Process for Annual Evaluation of the School's English Learner Program**

Teachers regularly evaluate scholar progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to enhance their instructional practices to better serve each scholar. The goal is for each scholar to progress by at least one level per year on the ELPAC until they are able to be reclassified. EL instruction will be grounded in the best available research on supporting ELs in an English Immersion environment and guided by the CA ELD Standards. Scholars will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC. If scholars are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

Every year, the teacher leaders, administration, and Board reviews the school's EL program, surveying teachers, scholars, and parents, analyzing reclassification rates, and examining assessment data to evaluate whether the EQ7 EL program is effectively meeting the needs of our scholars. If we find that we are not meeting the needs of our scholars, we will make the necessary modifications to the master plan to best meet the needs of our EL scholars.

To evaluate the effectiveness of our EL program, we look specifically at EL, LTEL, RFEP and never EL data. To gain a comprehensive picture of each subgroups' progress, we filter and analyze the data of all summative/state assessment data and any relevant school-wide data. If any group is not performing as expected, the entire ELD Instructional program must be evaluated to determine potential causes and apply additional supports or shifts to the program as needed.

While evaluating the effectiveness of our EL program, If we notice that ELs or a subgroup of ELs (Newcomers, At risk of becoming LTEL or LTELs) is not performing as expected (ex. not making yearly progress on the ELPAC, not reclassifying as expected, impacted attendance, etc.) we then evaluate both the Designated ELD and Integrated ELD programs to determine essential shifts that need to be made. Examples of potential supports or shifts to the EL program might be: additional group professional development, enhanced individual instructional coaching, class or school-wide interventions, and curricular evaluations for fidelity of usage and/or shifts to the curriculum used for Designated or Integrated ELD. If data trends show that RFEP scholars are not performing as expected, our Integrated ELD program may need to shift to better prepare Reclassified scholars for core content areas without Integrated Supports. Additionally, it is essential to compare this data to that of our never EL scholars to determine where large opportunity gaps exist between ELs, RFEPs and never ELs. Those gaps will be addressed through a comprehensive analysis of all portions of the EL program and enhancing or shifting the program as needed.

### **Process For Annual Evaluation Of The School's English Learner Program**

Teachers regularly evaluate scholar progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each scholar. The goal is for each scholar to progress by at least one level per year on the ELPAC until they are able to be reclassified. Every year, the teacher leaders, administration, and Board reviews the school's EL program, surveying teachers, scholars, and parents, analyzing reclassification rates, and examining assessment data to evaluate whether the EQ7 EL program is effectively meeting the needs of our scholars.

### **Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students**

EQ7 uses a systematic process to monitor ELs' progress toward English proficiency. Teachers assess scholar progress, both formally and informally, throughout the year. Assessment data is used to determine individual proficiency levels and to modify instruction to meet scholars' needs.

The school will also monitor the progress of scholars reclassified as RFEP four years following redesignation to ensure that they maintain English proficiency, will retest any scholars who appear to not maintain proficiency, and may reclassify these scholars as ELs once again if indicated by the school's criteria.

### **Process for monitoring progress and supports for Long Term English Learners (LTELs)**

Students assessed as achieving intermediate proficiency levels get "stuck" there for a few years, and often for their lifetime. These students may be formally classified as LTELs. To help break this pattern, the EL Education curriculum targets instruction for LTELs in particular, in large part through Language Dive instruction, to help them reach advanced levels of language proficiency and be reclassified as proficient speakers.

At the same time, in addition to the focus on LTELs, the curriculum honors and supports ELLs at lower and higher proficiency levels. Heavier and lighter levels of support are provided in the Teacher's Guide for English Language Learners for different agenda items within each lesson to support learners at any language proficiency level in accessing content and spiraling their learning. Examples:

- For heavier support: For students who are newer to English, the curriculum provides sentence frames that students can use both orally and in writing, as well as suggested word and phrase banks and manipulatives to help students begin to construct their own sentences.
- For lighter support: For students who have moved beyond intermediate levels, the curriculum suggests strategic grouping, expanding or condensing sentences, and inviting students with more language proficiency to create sentence frames for students who need heavier support.

Additionally, while heavier support generally targets students at the "Emerging" level of the California ELD Proficiency Level Continuum, and lighter support generally targets students at the "Bridging" level, these supports may, at times, benefit students formally classified at any language proficiency level. A relative newcomer at the "Emerging" level may benefit from lighter supports in certain contexts, while a more proficient student at the "Bridging" level may benefit from heavier supports during some tasks. It is essential to observe students' ability in

various situations and select supports based on need, rather than seeing students' ability as fixed at one level.

#### High-Leveraged Approach (teacher behavior)

- Facilitate 10- to 20-minute daily conversations about the meaning and purpose of a compelling sentence from a complex text, incorporating frequent practice using the language structures from the sentence.
- Provide a challenging and playful approach, incorporating manipulatives, visuals, realia, and role-play.
- Reinforce Language Dive work by consistently maintaining the Language Chunk Wall (introduced in Module 2), and referring to the Questions We Can Ask during a Language Dive anchor cart (introduced in Module 3), and using Language Dive log.

Examples at Three Proficiency Levels of the CA ELD Proficiency Level Continuum (student behavior)		
Emerging (heavier support)	Expanding	Bridging (lighter support)
<ul style="list-style-type: none"> <li>Deconstruct by responding to teacher questions about the gist of the sentence and chunks, assisted by visuals, acting out, sketching, and sentence frames.</li> <li>Reconstruct by reassembling the chunks in their original sequence and repeating or paraphrasing how peers say the sentence connects to the guiding question.</li> <li>Practice the structures by completing sentence frames with the help of a phrase bank.</li> </ul>	<ul style="list-style-type: none"> <li>Deconstruct by grappling with the meaning and purpose of the sentence and chunks before the teacher asks questions.</li> <li>Reconstruct by reassembling the chunks in their original sequence and considering any possible variations, and consider how the sentence connects to the guiding question.</li> <li>Practice the structures using shortened sentence frames, extending them with the help of a bank of additional connecting or modifying structures.</li> </ul>	<ul style="list-style-type: none"> <li>Deconstruct by grappling with the meaning and purpose of the sentence and chunks, mainly independently.</li> <li>Reconstruct by reassembling the chunks in their original sequence and considering any possible variations, and explaining how the sentence connects to the guiding question.</li> <li>Practice the structures, extending them with additional connecting or modifying structures.</li> </ul>

### **GIFTED AND TALENTED (GATE) STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL**

While we anticipate that most scholars' needs will be met by the wide variety of school-wide supports already in place, EQ7 is committed to working with scholars who are performing above grade level to help them achieve at expected levels. For scholars achieving above grade level or demonstrating aptitude in the arts, a meeting that includes parents, scholars, teachers, the School Director and/or Dean will be held to document goals and objectives to accelerate our gifted and high achieving scholars. The Charter School monitors the progress of scholars achieving above grade level through implementation of its data driven systems. Weekly, interim and yearly assessments are provided to all scholars and the data is further disaggregated by sub groups. The School Leader and teachers examine scholar's performance and supports to help advance this group. While high-achieving scholars are not identified as "Gifted and Talented," each scholar is afforded differentiated instruction or appropriate flexible ability group which accelerates the

pace of instruction and individualizes the content the scholar receives. In addition, we customize a scholar's individual work folder with assignments and materials that accelerate their learning and address the goals and objectives. During, before and after school, and on Saturdays, an individual program is assembled for high achieving scholars and is not mandatory to accelerate their learning, as well as customizing homework to meet scholar's objectives, and communicating progress with scholars, teachers, and parents.

### **STUDENTS ACHIEVING BELOW GRADE LEVEL**

While we anticipate that most scholars' needs will be met by the wide variety of school-wide supports already in place, EQ7 implements numerous strategies to support low-achieving and/or at-risk scholars through the following:

- Implementation of the Lucy Calkins Reader and Writers Workshop Model – to support scholars with the rigors and expectations of the Common Core State Standards
- Co-Teaching model – where teachers are strategically placed in classrooms to work in small group or individualized instruction during literacy and math blocks
- Implementation of English Language Arts Block
- Implementation of Two Math Blocks
- Science Block
- Social Studies
- Music
- Physical Education
- Differentiation and scaffolding of instruction
- Homogenous reading groups
- Heterogeneous small group instruction
- Anchor charts

Low-achieving scholars are referred for an SST and defined as low-achieving, if they meet the following criteria:

- performing more than one level below reading level
- earning below 70% on core content interim assessments
- demonstrating little growth on interim and MAP assessments despite classroom interventions

The SST meeting process identifies strengths, areas of concern, goals, objectives, evaluation and timeline for addressing the needs of low-achieving scholars. Scholar progress is monitored and documented by the SST team every three weeks. The SST meeting is held before, during and/or after school depending on the needs and schedules of members of the SST team. Strategies include utilizing our comprehensive support services such as placing the scholar in differentiated instruction or appropriate flexible ability group, customizing scholar's individual work folder with assignments and materials particular to the goals and objectives in the SST, providing additional tutoring during, before and after school, pulling scholars in for additional tutoring during enrichment periods, customizing homework to meet scholar SST objectives, and communicating progress with scholars, teachers, and parents. After implementation of an SST and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

### **SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS**

The design of EQ7 is geared specifically towards the needs of socioeconomically disadvantaged scholars. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their scholars' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of socio-economic status. Instructional methods and educational components at EQ7 are designed to address the needs of this population.

Socio-economically disadvantaged scholars are identified through their participation in the Free and Reduced Lunch program. The School Director is primarily responsible for maintaining and analyzing assessments records to ensure we are meeting the needs of this targeted population. For individual scholars needing additional support, we conduct an Individual Learning Plan following the procedures documented above. If we are not meeting the instructional needs of the group as a whole, as indicated by cohort analysis of assessment data, we will revise our curriculum as necessary to address our scholars' needs.

In addition to ensuring socioeconomically disadvantaged scholars are academically prepared, we also assist with families in need of additional uniforms or school supplies. We fundraise money to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc. In addition, we connect with local non-profit agencies for referrals for social services if needed by our families.

#### **STUDENTS WITH DISABILITIES**

Please see District Required Language at the start of Element 1.

#### **STUDENTS IN OTHER SUBGROUPS**

As noted throughout this petition, the EQ7 model is designed to offer an engaging, welcoming and compassionate instructional environment for diverse scholars, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. These scholars are identified through teacher/family/staff referral. EQ7 provides extensive support for these scholars in the context of our entire caring, supportive school community. As detailed above, our SST process and teacher training ensure that all scholars with special needs are promptly identified and provided the supports they need, including referrals for scholars and their families to outside support organizations such as The Salvation Army. While we do not expect that enrollment of homeless, foster care or other scholars will be "statistically significant" we track these scholars' progress both individually and as a group(s) within our data system and analysis process, as we do all other scholars.

#### **Federal Law Compliance**

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

#### **Special Education Program**



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

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

### **SELPA Reorganization**

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

### **Use of District's Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Telligent, the District-wide web-based software system used for online

Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

DRAFT

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

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

**MEASURABLE GOALS AND OBJECTIVES OF EQUITAS ACADEMY 7’S EDUCATIONAL PROGRAM**

Please see Element 1, Section D.10, *The Requirements Of California Education Code §47605(B)(5)(A)(ii)*.

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

Please see Element 1, Section D.10, *The Requirements Of California Education Code*

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

At all times, our goal is to ensure that every scholar meets or exceeds grade level standards in all subjects, as further detailed in the LCFF Table in Element 1. Equitas has developed and implemented a data-driven culture that includes administering, collecting, disaggregating and analyzing school wide assessments on an ongoing basis and discussing results during weekly professional development. Scholar achievement data is used to assess scholar progress; address whether a scholar requires additional academic intervention, small group instruction, or additional scaffolding and/or academic tutoring. Assessment data is also used to assess scholar mastery, adjustments to the master schedule, the efficacy of the delivery of instruction, whether to re-teach content or concepts, or whether the purchase of additional supplemental materials is necessary. With the current implementation of the Common Core State Standards, Equitas has shifted from using standards-based benchmark assessments to Common Core aligned benchmark assessments.

### **SCHOOL-LEVEL ASSESSMENTS**

In addition to mandated standardized assessments, EQ7 Academy will select from a range of assessment strategies, as best suits the purpose of the assessment. These assessments align with the school's mission, exit outcomes and curriculum, as described below. They include benchmark assessments and a variety of curriculum-based assessments:

- **Benchmark assessments:** To provide an additional metric of student achievement, EQ7 Academy will use a diagnostic assessment to establish a baseline for student performance and to benchmark progress in reading, writing and mathematics. Diagnostic assessments will be administered to new and returning student before the start of each school year and quarterly during the school year. EQ7 Academy anticipates using publisher assessments as its diagnostic assessments as well as a normative assessment such as NWEA's Measures of Academic Progress (MAP). These assessments will be used to identify students needing intervention and to ensure that all reasonable steps are taken to promote each student's grade level academic performance. Student progress will be monitored regularly; when student progress is not at the desired level, the Student Success Team will prescribe and monitor the effectiveness of additional interventions or other courses of action and continue to monitor student progress in response to intervention until success is achieved.
- **Writing Portfolios:** Writing portfolios provide students opportunities for revision of work as they integrate teacher feedback provided on a school-wide writing rubric. Refer to ELA Supporting Documents for examples of writing portfolio samples.
- **Performance Assessments:** For many skills not best captured in other assessment formats, performance assessments capture conceptual understanding and other abilities by requiring students to use knowledge and apply skills in authentic contexts appropriate to the grade level skill. For example, rather than answering a multiple-choice question about photosynthesis, students might conduct a laboratory experiment with actual plants and demonstrate their understanding through a lab report or an oral explanation of the

phenomenon they observed, just as a scientist would. Students demonstrate understanding through research projects and other projects, reading out loud, written pieces, science experiments, application of mathematical skills, demonstration of social-emotional and behavioral outcomes, dance and music recitals and art displays. Performance assessments are evaluated through school-developed rubrics. Exhibits of student work, student performances, and student presentations are other measures of student outcomes.

- **Teacher observation:** Teacher observation is a valuable tool because it does not take time away from instruction; it is highly personalized; and it taps teachers' knowledge of how curriculum and students interact. Teacher observation can be informal judgments of student progress and more formal structured observations. Teacher narratives will happen on a daily basis and will be communicated at benchmark intervals, in combination with other sources of information about student progress, in narratives on progress reports.
- **Skills inventories:** Teachers conduct inventories of students' individual skill levels in language arts and math and record these findings using developmental checklists. These checklists will supplement other assessments, including publisher-designed and teacher-designed baseline diagnostic and ongoing assessments of reading, writing and math.
- **Progress Reports:** Teachers will prepare student progress reports four times during the school year for parents. These progress reports will contain both qualitative and quantitative information on each student's academic and social progress and are aligned with California content standards for English language arts, mathematics, social studies, science and English language development. Progress is reported to on school-wide diagnostic assessments as well as the aforementioned major assessments.

The following chart illustrates the types of assessments administered by subject, grade level, and

frequency.

### Assessments Administered by Grade and Subject Area at EQ7

Assessment, Purpose, Grade Levels and Administration Timeline			
Assessment	Purpose	Grade	Administration Timeline
<b>Multiple Content</b>			
<b>AP EXAM</b>	standardized exams designed to measure how well you've mastered the content and skills of a specific AP course	9-12	Annual
<b>SAT/ACT</b>		11-12	Annual
<b>English Language Arts</b>			
Curriculum-based Assessments	Measure standards mastery	TK-12	Daily and /or weekly
Standards-aligned Interim Assessments (IA)	Measure standards mastery	TK-12	Beginning of the year, end of the unit, each trimester, and/or the end of the year
Publisher-Designed Reading Assessment	Assess developmental range of decoding skills, reading strategies, vocabulary knowledge, comprehension and high-frequency word recognition	TK-4	Beginning of the year, end of the unit, each trimester, and/or the end of the year
NWEA Reading Fluency	Adaptive universal screening and progress monitoring assessment	TK-5	Every 6 weeks
CAASPP or CAA	State Standardized Test	3-8, 11	Once a year
NWEA/MAP	National Normed-Referenced	TK-12	Twice a year
<b>Mathematics</b>			
Curriculum-based assessments	Measure standards mastery	TK-12	Daily and /or weekly
Standards-aligned Interim Assessments (IA)	Measure standards mastery	TK-12	Beginning of the year, end of the unit, each trimester, and/or the end of the year
CAASPP or CAA	State Standardized Test	3-8, 11	Once a year
NWEA/MAP	National Normed-Referenced	TK-12	Twice a year
<b>Science</b>			
Internally-Created Test	Measure standards mastery	TK-4	Daily, and/or weekly
Interim Assessments (IA)	Measure standards mastery	TK-4	Beginning of the year, end of the unit, each trimester, and/or the end of the year

Publisher-Designed	Measure standards mastery	TK-4	Daily, weekly, and each trimester
CAST	National Normed-Referenced Assessment	5,8,11	Annually
<b>Social Studies</b>			
Internally-Created Test	Measure standards mastery	TK-12	Daily and /or weekly
Interim Assessments (IA) Standards-Based	Measure standards mastery	TK-12	Beginning of the year, end of the unit, each trimester, and/or the end of the year
Publisher-Designed	Measure standards mastery	TK-12	Daily, weekly, and each trimester
<b>English Language Development</b>			
Internally-Created Test	Measure standards mastery	TK-12	Daily and /or weekly
Interim Assessments (IA)	Measure standards mastery	TK-12	Beginning of the year, end of the unit, each trimester, and/or the end of the year
ELPAC	Measure language acquisition	TK-12	Initial Assessment upon enrollment; once annually in spring
Oral Language Development	Measure oral language development	TK-12	Every six weeks and as often as needed

## **DATA ANALYSIS AND REPORTING**

EQ7 understands the importance of data collection and analysis in measuring and improving scholar learning. We use both external and internal standards-based assessments to measure scholar performance, analyze data closely, and convert results into specific measurable action plans that support strong academic achievement for every scholar. All core components, language arts, mathematics, science, and social science along with English language development are assessed in a comprehensive and dynamic system.

This comprehensive approach to data analysis allows: teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns. These action plans identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual scholars with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor Scholars in need of intense remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans are revisited frequently in weekly professional development meetings, grade-level and content-area team meetings to ensure that scholars are making adequate progress toward mastery.

EQ7 uses data analysis to inform and improve teaching and scholar learning. In order to ensure scholars meet statewide performance standards, the School Director oversees the collection and analysis of state data. Scholars are assessed at the beginning of the school year in ELA and math. Teacher analysis of Interim Assessments consist of three parts:

1. Teacher reflection on scholar performance expectations, teaching priorities, scholar strengths and weaknesses;
2. Detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors and with instructional plan to address areas of concern; and
3. Details for six-week instructional plan for re-teaching.

### **Communication with Scholars and Families**

EQ7 involves scholars and their parents in the analysis of scholar work, scholar progress, areas of strength, and plans to address areas that need growth. After each round of interim assessments, teachers will share results with scholars and parents in progress reports and conference meetings. Teachers work with each scholar to set goals for the upcoming assessment.

Teachers also use interim assessment results to create and maintain records on each scholar that demonstrates progress toward mastery for each content standard. The standards-based assessments are shared with scholars and families after each trimester and reviewed with parents at each report card conference. All assessment works, Interim assessment results, weekly chapter and unit tests, and trimester exams are sent home for parents to review and sign.

State testing results also are sent to families and Equitas Academy 7 hosts an annual parent meeting when schoolwide scores are published to share the school's progress toward school-wide goals and also explain individual score reports to scholars and their families. In addition, EQ7 annually will prepare the School Accountability Report Card (SARC) to provide the public with important information about our school's progress toward achieving its goals.

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

Grading Policy is based on demonstration of mastery of the California Common Core Standards. Grades will include scholar performance on in-class work, homework, assessments, and other components as applicable to each content area.

The table below indicates the letter grade, percentage, and rubric score that will be used to define a scholar's level of mastery of the State Content Standards. Scholars will be assessed using a rubric and/or will receive a letter grade.

### **Grading Policy of Equitas Academy 7**



#### Grading Scale

A = 90-100%

B = 89-80%

C = 79-70%

F = 59% and below

There are school-wide standards for grading. Teachers are trained on the school's policy and work with the School Director to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with scholar mastery of CCSS.

Despite various interventions and extra support, if scholars are still far below grade level in math or ELA, another possible intervention will be retention. Parents are informed through SST meetings and in written reports of scholar progress and the possibility of retention by the end of the second trimester (March). Although parents will be informed and will be strong partners throughout the process, the final decision for retention rests with the EQ7 administration. Should the parent/guardian wish to appeal the student's retention the school require a written appeal to be submitted to the School Director within five school days after notice of retention has been supplied to the parent/guardian. A meeting will be held at the school site level with the school director and teacher(s) involved within five school days of receipt of the written notice, escalating to the CEO if necessary with the final decision on the appeal made by the CEO or the CEO's designee. *Note that the burden is on the parent as the appealing party to show why the promotion or retention decision should be overruled.*

#### **Element 4 – Governance**

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

#### **GENERAL PROVISIONS**

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

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

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

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

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

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

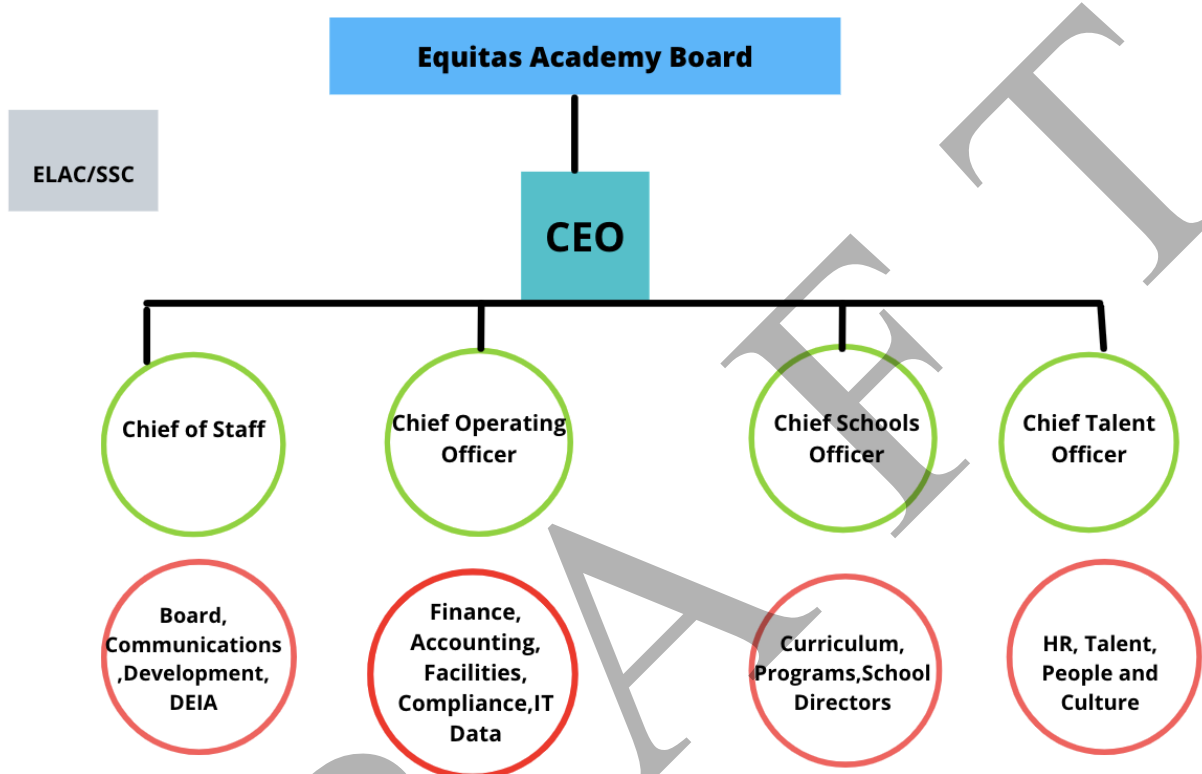
#### **EQUITAS ACADEMY 7’S GOVERNANCE STRUCTURE**

Equitas Academy 7 is a direct-funded independent charter school, operated by Equitas Academy Charter School, Inc., (Equitas, Inc.) a California Nonprofit Public Benefit Corporation with 501(c)(3) status from the IRS, pursuant to California law.

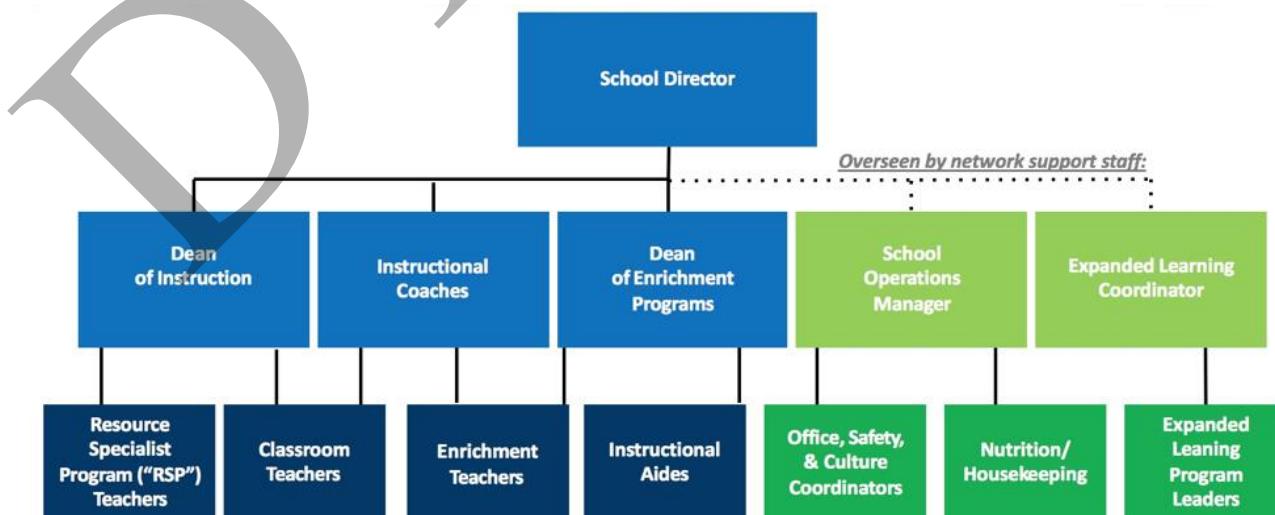
The Equitas Board of Directors is a policy-making board and supervises the leadership of the school. The Board delegates all school management decisions such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy to the CEO.

## Organizational Chart

Our Network Senior Leadership Team includes the following:



Our school site organizational chart is included here.



## **Board of Directors**

Equitas Academy 7 will be governed by the Equitas, Inc. Board of Directors, who will maintain active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

Originally formed prior to the founding of the first Equitas Academy school, our Board of Directors is guided by our Bylaws. In accordance with the Bylaws, we have 7-13 directors, each director serves for a three-year term unless otherwise removed; no director shall serve more than two (2) consecutive, three-year terms. Directors will serve staggered terms to balance continuity with new perspectives. Any vacancy occurring on the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by a quorum of Directors. Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of Equitas Academy Charter School, Inc. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, and more. Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors. An abstention is not counted as a vote cast, it effectively acts as a "no" vote because the basis for a majority is a fixed number.

## **Board Meetings and Duties**

The Board meets six times out of the year; additional meetings may be called as necessary. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). All Board and Board committee meetings are held within the boundaries of LAUSD, rotating at different school sites of Equitas Academy Charter Schools, Per the Bylaws, one half of the Directors in office constitute a quorum of the Board, with telephonic participation available within the requirements of the Brown Act (i.e. agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within LAUSD boundaries, all votes must be by roll call). Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of all Equitas Academy Charter schools for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the school's website, published in the monthly newsletter to parents, and posted in the main office of the school at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the school's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Minutes of each meeting and corporate records available on the website ([www.equitasacademy.org](http://www.equitasacademy.org)) and available for review by the public.

Robert's Rules of Order shall govern the conduct of all meetings.

Equitas Academy Charter School, Inc. has adopted a conflicts of interest policy that complies with the Political Reform Act, Government Code 1090, Corporations Code, and District policy. The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act. In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Equitas Academy Charter School, Inc. Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of Equitas Academy 7 (and the other Equitas schools) including but not limited to the following:

- Ensure Equitas Academy 7 meets its mission and goals
- Monitor scholar achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the CEO;
- Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of EQ7;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the Charter school;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which EQ7 is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of EQ7 any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Although the Equitas Academy Charter School, Inc. Board of Directors delegates management of the school to the CEO, the Board is ultimately responsible for ensuring that the school meets its mission of preparing scholars to excel in high school and college and serve their communities

as leaders. Therefore, the primary qualifications for serving on the Board are: an unwavering commitment to seeing our scholars superbly prepared for high school, college, and leadership. All board members bring a set of personal and professional skills which include but are not limited to:

- A commitment to improving access to quality education for all children regardless of race or economic status
- An understanding of the Board's obligation to act as an effective and vigilant steward of public funds
- The ability to be a good judge of information regarding the CEO's educational and fiscal management of the school and a willingness to replace the CEO if results are less than satisfactory
- A willingness to focus on the academic achievement of children in the school
- An ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others
- Attainment of at least 18 years of age
- Financial, legal, business, fundraising, marketing, non-profit, community, management, governance, real estate development, and/or educational experience
- Board members also bring: a willingness to accept and support decisions made in accordance with our Bylaws; ability and willingness to give time and energy to the school; to provide access to resources, both financial and other, in order to support and strengthen the school.

### **CEO AND NETWORK STAFF**

The CEO and Network staff is responsible for the oversight of all school operations at all Equitas campuses; the CEO closely supervises the EQ7 School Director. Additional Network staff support school site operations and work in close collaboration with the School Director and CEO. Full job descriptions for the Director-level Network staff are included in Element 5.

### **SCHOOL DIRECTOR**

The School Director serves as the operational and educational leader of the school, responsible for implementing programs, policies and procedures to realize EQ7's mission and vision. The School Director is responsible for providing instructional leadership in hiring, training, and evaluating (in collaboration with the Network staff) highly qualified teachers and other instructional and support staff. (See full job description in Element 5, below.)

### **PARENT INVOLVEMENT IN DECISION MAKING**

The organizational structures at Equitas are clear. The Board is the governing body and the school leadership and staff bring professional expertise to the academic program. We encourage teachers, families, and scholars to provide input and feedback on the school and their attendance at Board meetings. In developing partnership with parents, a key message of the school is to involve families in the academic success of their children. This relationship building is an extension of the work of increased scholar learning. Equitas Academy 7 will find meaningful ways to engage teachers in building relationships with the families of each of their scholars.

Along with our strong committed Board, Equitas believes families play a key role in the education of their children. EQ7 will utilize family involvement to forge parent partnerships with the school through the creation of the School Site Council (SSC), which is an advisory council that meets with the School Director. The SSC currently is composed of at least 6 members, selected by their peers, as follows:

- 2 Classroom teachers
- 1 Other school staff member
- 3 Parents or community members

The SSC is informed through key work streams based on the daily, weekly, and monthly needs of the school determined by school leadership, families, and scholars. The key work streams are strategic, dynamic and informed through data. For instance, if key stakeholders notice the art program is suffering because of a lack of funding, the SSC will implement a fundraising work stream to support the school. Other work streams can include areas such as community service, nutrition and field trips. The SSC participants receive leadership training on facilitation, and how to track data and gauge impact of decisions. The SSC is advisory in nature. Decision making authority ultimately remains with the lead staff and Board. In accordance with the California Education Code, section 52176(b), EQ7 will have an English Learner Advisory Committee (ELAC) as it will have more than 21 EL scholars. All parents with scholars attending the school in which the ELAC is established are eligible and encouraged to participate in the ELAC. The School Director ensures that ELAC members receive appropriate training.

Each year, the School Director also engages scholars, parents, teachers and staff in formulating the school's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School solicits feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web-based applications like parent square and kickboard. The Charter School website is used to house all important documents (LCAP, SARC etc.) providing 24/7 access.

## **LEGAL AND POLICY COMPLIANCE**

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

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

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

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

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

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

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or



physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in

accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

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

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

### **FEDERAL PROGRAM COMPLIANCE**

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

## **Element 5 Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

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

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

### **EMPLOYEE POSITIONS AND QUALIFICATIONS**

Equitas consists of committed professionals who provide all children an excellent educational program. All staff members are committed to the mission and vision of Equitas and work diligently to ensure they are accomplished. All staff members are actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of the Charter School. Staff which support multiple schools are listed as Network staff.

#### **CEO (Network)**

The CEO's responsibilities include management of all areas of the Charter School from academic achievement to personnel management and financial oversight.

##### **Leadership Skills and Characteristics**

- Embody, advocate and operationalize the mission, vision and strategic direction of Equitas
- Create, monitor and sustain a school culture of academic rigor through clear expectations of scholars, families, faculty, and leadership team
- Demonstrate a strong passion for education by developing mission driven programs and policies
- Advocate on behalf of the scholars, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in scholar academic performance
- Provide the essential data, relevant reports, and information necessary to govern the school in a timely manner

- Recruit, appoint, support, manage, and evaluate the School Director and Network staff
- Knowledge of budgetary planning and accounting principles
- Proven understanding of statistical data and analysis
- Proven effectiveness in community relationships and acquiring sponsorship from private sectors
- Knowledge of educational and regulatory compliance at all governmental levels
- Support the professional development and growth of faculty and administrative staff
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
- Comply with the charter, accountability requirements, and all relevant law

In addition to the leadership responsibilities, the CEO will have key administrative duties:

#### Administrative Duties

- Manage leadership team
- Along with the School Director, lead community meetings, faculty meetings, and school leadership meetings when appropriate
- Oversee a system of strong professional development when appropriate
- Ensure direct reports use data driven analysis to evaluate teacher performance and scholar academic achievement
- Provide all necessary resources, training, and materials for the staff to effectively raise scholar academic achievement
- Sets goals and objectives, evaluate performance and develop growth/skill strengthening plans for the School Director and staff.
- Recommend staffing levels and budgetary priorities to the Board of Directors
- Provide leadership and empower School Director and staff to achieve both measurable and intangible academic deliverables
- Document and disseminate the school's academic and operational processes
- Develop and implement fundraising initiatives that contribute to scholar and staff development and meet school's financial commitments
- Ensure Direct reports mediate and manage school-related conflicts
- Handle employment and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training.
- Establish budgets and plans to ensure that school meets its financial commitments to its scholars, staff, and community
- Lead and resource the application process for governmental funding, including grants
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices
- Work to ensure the school's commitment to diversity and visibility within the urban community
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize scholar achievement

#### Minimum Educational Qualifications

- Bachelor's Degree Required
- Master's or Doctorate in Educational Leadership or similar field of study strongly preferred.

#### COO (Network)

The Chief Operating Officer (COO) provides strategic leadership and planning for the operations function and oversee all operations activities including: facility acquisition and management; information technology; internal financial processes; human resources; vendor management; compliance; enrollment; lottery; and scholar information systems.

#### Leadership Skills and Characteristics

- Embody and advocate the mission, vision and strategic direction of the organization
- Demonstrated success in developing and implementing Operations systems
- Inspirational leadership and staff development experience
- Effective and welcoming communicator with staff, scholars and families
- Knowledge of educational and regulatory compliance at all governmental levels
- Process oriented, analytical problem solver, strategic planner, solution oriented
- Ability to serve as an ambassador and spokesperson for the organization and articulate our mission to external constituents
- Strong strategic planning and project management skills
- Self-starter with a proven ability to meet and complete multiple tasks with solid deadlines
- Flexible, people-oriented team player

In addition to the leadership responsibilities, the COO will have key administrative duties:  
Administrative Duties

- Manage Operations Department and external contractors
- Ensure direct reports mediate and manage school-related conflicts
- Establish budgets and plans to ensure that school meets its financial commitments to its scholars, staff, and community
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize scholar achievement
- Develop strategic systems to be used across our network of schools, in the following areas: facilities, lottery/enrollment, attendance, reporting, vendor management, inventory, procurement, and internal controls
- Oversee internal financial systems for accounts payable/receivable, weekly deposits, and expense reports
- Ensure compliance with all reporting requirements in a timely and accurate manner
- Oversee the ongoing maintenance of updating information systems and infrastructure, including hardware, software, and applications
- Manage the process of securing and maintaining facilities
- Coordinate business insurance and maintain best practices for risk management and safety
- Oversee charter renewal, WASC accreditation, audits, compliance and yearly authorizer visits
- Collaborate internally on special projects and provide leadership and strategic insight on cross-functional teams
- Ensure Equitas' compliance with federal, state, Charter and local workplace regulations. Remain current with changes. Work with employment law attorneys as needed.
- Ensure that personnel policies and the company handbook reflect Equitas' adherence to statutory and mandatory requirements, as well as reflect the organization's culture and values. Update in a timely manner.
- Train staff on compliance issues and processes. Act as consultant resource to Supervisors with compliance/legal issues, and/or work with outside counsel on escalation issues.

- Work with specialists to customize sexual harassment trainings (AB1825) and deliver to all Supervisors and staff leaders.
- Oversee onboarding/HR orientation for new employees
- Oversee personnel record keeping and data tracking, and background checking related to new hires, employee reviews, promotions, complaints, separations, benefits, worker's compensation claims, credentialing, and exit interviews. Serves as Custodian of Records for the Organization.

#### Minimum Educational Qualifications

- Bachelor's Degree Required
- Master's in Business Administration, Educational Leadership or similar field of study strongly preferred

#### **COS (Network)**

The Chief of Staff (COS), reports to and works closely with the CEO. He/she focuses on ensuring the CEO and her direct reports and leadership team are poised to meet or exceed Equitas' short and long-term organizational objectives. The Chief of Staff will also be a strong and inspirational leader, managing the critical functions of Talent/Leadership development, Development, Programs (Alumni, Expanded Learning, Parent Engagement, Marketing & Communications, Community Relations, and Board Relations) while serving as a strategic partner to the CEO and senior staff. He/she will ensure high productivity for the CEO, her direct reports and the senior leadership team by initiating and overseeing cross-departmental strategic projects and initiatives and serving as a trustworthy thought partner to all internal and external stakeholders. She/he will serve as the CEO's proxy and Equitas representative when needed at internal and external meetings and events, should the CEO not be available.

#### Leadership skills and characteristics

- Deep, passionate and action-oriented belief in our mission to support all of our scholars to and through college
- Reflects a relentless push towards results and productivity on behalf of the organization
- Demonstrated ability to lead and manage a highly effective team, as well as one's peers
- Solves problems strategically while weighing the advantages and disadvantages of each approach with a network-wide lens
- Ability to manage multiple projects and prioritize effectively
- Strong communication and collaboration skills
- Ability to transition quickly from individual, detail-oriented projects to collaborative, people-oriented conversations

In addition to the leadership responsibilities, the COS will have key administrative duties:

#### Administrative duties

#### Management

- Serve as a critical member of CEO's C-Suite
- Recruit, motivate, and manage a team of six direct reports toward team and organizational objectives, including: VP of Talent, Director of Development, Director of Expanded Learning, Director of High School and Alumni Support, Director of Parent

Partnerships, and Director of Marketing and Communications (new position to be scoped/hired in Fall or Winter 2018)

- Serve as the ultimate accountable party for meeting Equitas development, talent, and stakeholder engagement and program goals
- Serve as key representative of Equitas to funders, staff, prospective staff, the Equitas board, parents, alumni, partners, and the greater Pico-Union community

#### CEO Support

- In partnership with the CEO, drive the creation and execution of short and long term organizational objectives that fuel Equitas' growth
- Support and provide strategic advice to the CEO
- Liaise with the CEO's direct reports and senior leadership team to ensure timely communication, collaboration and results orientation
- Maximize the CEO's effectiveness by leveraging her time in a way that ensures maximum focus on highest priority organization issues and initiatives
- Initiate and manage special projects and initiatives in partnership with the CEO
- Represent the CEO's vision and agenda as an official of the organization internally and externally when appropriate

#### Board Relations

- Staff Governance Committee and CEO Evaluation Committee of the Equitas board
- In partnership with CEO, work with all board committee chairs and board co-chairs to set and meet short and long term goals that align with Equitas' growth plan
- Ensure board member engagement, professional development, and training goals are met, including being responsible for annual board retreat, board orientation, and other board special events
- In partnership with peers who staff board committees, ensure that Equitas provides appropriate and high quality support to the board to best meet short and long term board goals. Serve as peer mentor and trainer for peers for implementing best practices in staffing board members
- Serve as key point of contact for external speakers, consultants, and vendors related to the board on behalf of the CEO
- Serve as teammate to Executive Assistant to the CEO and Board Liaison to ensure timely preparation of materials for all board meetings and adherence to the Brown Act

#### Cross Functional Project Management

- Serve as the primary project manager and lead for projects of a highly cross functional nature that are designed to increase organizational effectiveness and/or meet Equitas short and long term objectives
- Determine appropriate project timelines, communication and training structures that make change more likely and successful across the organization

#### Minimum Educational Qualifications

- Bachelor's degree required, master's degree in business, strategy or other relevant degree preferred

#### CSO (Network)

The Chief Schools Officer (CSO), reports to and works closely with the CEO. He/she focuses on leading the work of School Director management, performance management towards student achievement and the implementation of a rigorous academic program and high expectations-oriented culture. Responsibilities include school performance management, which encompasses managing a team of School Directors, developing and leading School Directors toward strong talent outcomes such as teacher performance, retention and staff engagement; and leading the vision of school culture for all Equitas schools to ensure high expectations for all students drives a culture of achievement that is safe and welcoming. In addition, alongside the CEO, the CSO develops/executes on a vision for deeply developing teachers in their content knowledge and executes the vision by maximizing professional development opportunities, and leads the strategy for utilizing assessment data across the year to ensure EQ7 and its leaders are nimble in their ability to adjust program based on student performance. The CSO also ensures full compliance with state and federal guidelines in support for students and schools.

#### Leadership skills and characteristics

- Deep, passionate and action oriented belief in our mission to support all of our scholars to and through college
- Demonstrated success in leading large number of students and adults towards academic success, in the K-8 setting
- Demonstrated ability to lead and manage a highly effective team
- Solves problems strategically while weighing the advantages and disadvantages of each approach with a network-wide lens
- Influences others to produce high quality work in the effort to increase student outcomes and culture
- Ability to manage multiple projects and prioritize effectively
- Strong communication and collaboration skills
- Ability to transition quickly from individual, detail oriented projects to collaborative, people-oriented conversations

In addition to the leadership responsibilities, the CSO will have key administrative duties:

#### Administrative Duties

##### School Performance Management

- Manage a team of School Directors towards student-oriented outcomes by setting a vision for school success, communicating high expectations and holding all staff accountable
- Manage, develop and lead individual School Directors towards strong talent outcomes such as teacher performance, retention and staff engagement
- Lead the vision of school culture for all Equitas schools and ensure high expectations for all students drives a culture of achievement that is safe and welcoming

##### Instructional Leadership

- Alongside the CEO, lead the academic and instructional vision to increase student achievement at every grade level in every course
- Develop and execute on a vision for deeply developing teachers in their content knowledge and execute the vision by maximizing professional development opportunities
- Lead the strategy for utilizing assessment data across the year to ensure EQ7 and its leaders are nimble in their ability to adjust program based on student performance



### Results Orientation

- Lead the goal setting process with School Directors to ensure that goals are ambitious, aligned with vision of EQ7 and rigorous for all students
- Conduct school-based observations analyzing instruction, data and culture and provide coaching and support to School Directors to improve student outcomes
- Devise a leadership and principal development strategy that results in effectiveness in performance
- Ensure full compliance with state and federal guidelines in support for students and schools
- Innovate around solutions for how to improve results across all grade levels and courses by using results-oriented data driven instructional skills

### System Leadership

- Collaborate intensively and strategically with organizational leaders in order to align support to schools and prioritization of student and teacher experience
- Provide clarity of message and expectations across the organization to ensure focus on mission, goals and values

### Minimum educational qualifications

- Bachelor's degree required, master's degree in education, educational leadership, curriculum and instruction or other relevant degree preferred

### **School Director(Principal)**

The School Director provides instructional leadership for the ultimate academic success of the school.

#### Leadership Skills and Characteristics

- Embody, advocate and operationalize the mission, vision and strategic direction of the Academy
- Create, monitor and sustain a school culture of academic rigor through clear expectations of scholars, families, faculty, and administrators
- Advocate on behalf of the scholars, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in scholar academic performance
- With the CAO, recruit, interview, select, evaluate, and retain outstanding instructional staff
- Support the professional development and growth of faculty
- Administer, teach and lead professional development when appropriate
- Design and implement a coherent research-based curriculum in the core subjects
- Along with the CAO, lead community meetings, faculty meetings, and administrative meetings
- Comply with the charter, accountability requirements, and all relevant law
- Provide all relevant data, reports and information to the administrative team
- Attend and advise the Board of Directors regarding Accountability Committee on a monthly basis
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Support the needs of the faculty and in reaching the goal of all children learning
- Work collaboratively with the CAO

- Observe teachers on a regular basis and provide detailed feedback both written and oral, formal and informal. In addition the leadership expectations, there are also specific administrative responsibilities that the School Director must uphold.

#### **Administrative Duties**

- Develop school systems and structures that will maximize scholar learning
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise scholar academic achievement
- Assist in scholar recruitment and family outreach
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school wide consistency
- Design the school's academic standards, benchmarks, assessments, and curriculum to align with state and national standards
- Assist in the planning and implementation of the teacher summer professional development
- Coordinate administration to scholars of all standardized evaluations including six-week assessments, CST tests, ELPAC and national norm-referenced exams
- Document and disseminate the schools' curriculum units and academic processes
- Mediate and manage conflicting demands of the teaching staff
- Establish personnel policies and standards of conduct in conjunction with the administrative team
- Set and monitor the teaching schedule for the core faculty
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required
- Teach as needed
- Serve as the primary substitute teacher
- Perform other tasks as assigned by the CAO

#### **Qualifications and Experience**

- Strong commitment to the mission and vision of the school
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success and quantifiable and objective scholar performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
- Three to five years of urban teaching and educational leadership experience is preferred
- Special Education Credential emphasis preferred
- Master's level or advanced degree preferred.

#### **Dean of Instruction**

The Dean of Instruction collaborates with the School Director and Network staff to provide critical support and coaching to teachers and administrative staff regarding curriculum/instruction and school culture/behavior.

### Essential Responsibilities:

- Manage, including coach, develop, and evaluate teachers and other instructional staff, through observations and feedback, coaching sessions, weekly one on one meetings, and mid-year and end-of-year reviews
- Manage and coordinate discipline and culture on the school campus, including student discipline management, teacher preparation and support, family connection/contacts, etc.
- Handle behavior referrals and train teachers on developing behavior interventions
- Plan and lead PD on culture and behavior management and/or instruction (including subject-area content knowledge)
- Coach teachers on culture, behavior managements and instruction through individualized observation and feedback and one on one and team meetings
- Oversee student ambassadors program
- Develop and maintain student behavior tracking and communication systems
- Manage detention and student reflection
- Run, analyze, report, and train teachers on student culture data and goal setting
- Oversee daily supervision of scholar activities including arrival, lunch, dismissal, transitions, etc.
- Establish and oversee the school's field trip programs
- Act as part of school-based Leadership Team and help to make strategic instructional and operational decisions for the school
- Plan and lead Friday community meetings and activities
- Motivate students toward high success and achievement
- Coordinate parent education events and volunteer service opportunities
- Determine transportation arrangements for trips or daily buses when needed
- Assist in student recruitment and family outreach
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Design and implement professional development for teachers
- Act as lead Administrator in School Director's absence
- Actively contribute to positive adult culture across school site, including diversity, equity, and inclusion efforts
- Oversee the planning and execution of Enrichment performances and exhibitions, including parent involvement
- Other duties as assigned by School Director

### Minimum Qualifications:

- California Teaching credential with English Learner authorization or out of state equivalent required
- Strong behavior management, culture-building, and discipline experience
- Strong instructional practices and proven results in the classroom
- Strong belief that all students can and will succeed in school and life
- Demonstrated success working with students and families in traditionally underserved communities

### Teachers

EQ7 teachers (including the enrichment teachers) are relentless in their aim to see scholar growth and work to hone their skills as effective teachers in the classroom.

#### Leadership Skills and Characteristics

- Embody and advocate the mission, vision, and strategic direction of the school
- Work closely with the School Director to develop and implement strategies for all scholars to reach success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with scholars, families and colleagues
- Assist in the design and implementation of research-based curriculum
- Maintain the school culture of high academic and behavioral expectations through continuous reflection
- Use the detailed data analysis of scholar performance to inform best practices
- Complete tasks as assigned by the CAO or School Director
- Be able to work cooperatively with colleagues
- Knowledge of how to integrate and plan CA Standards-Based lessons and curriculum

#### Administrative Duties:

- Assist in scholar arrival and departure, transitions between class periods, and lunch periods
- Complete lesson plans and submit to School Director in a timely manner
- Providing supervision before- and after-school and at lunch and/or recess as assigned in order to maintain scholar safety
- Planning and delivering thorough, challenging, standards-based lesson that ensure all scholars master required content
- Assessing scholars daily through informal measures and at least one formal test or quiz each week
- Creating comprehensive chapter and/or unit tests, as well as cumulative final exams
- Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
- Reflecting continually in order to ensure a culture of high academic and behavioral standards
- Communicating effectively with scholars, parents, and colleagues
- Using detailed data analysis of scholar performance to inform best practices
- Identifying scholars who are academically at risk and initiating effective intervention strategies

#### Qualifications and Experience

- California Teaching Credential
- Successful manager of an urban classroom who has used structure and high expectations to drive scholar success
- Experienced classroom teacher with demonstrated quantifiable and objective scholar performance gains
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Basic understanding of data analysis

Minimum three years of urban teaching preferred

#### Instructional Coaches

Equitas Academy Instructional Coaches are relentless in their aim to see scholar growth and work to hone their skills as effective teachers and coaches in the classroom. Instructional Coaches focus on implementing best practices across Equitas classrooms.

#### Teaching Responsibilities:

- Teach rigorous lessons to students in assigned grade level(s) and subject(s)
- Use data to drive instruction
- Maintain warm/strict management and enforce Equitas Academy's tiered behavior system
- Deliver lesson plans on time
- Participate and lead professional development activities
- Collaborate with grade level or other teachers on lesson plans and other deliverables

#### Coaching responsibilities:

- Support teachers with culture and instruction through observation, coaching and one on one meetings
- Create specific coaching goals tailored to teacher needs; i.e., data, behavior management, professionalism, etc.
- Participate on school-wide leadership team
- Lead professional development as appropriate
- Participate in leadership development through LENS or other training
- Meet regularly with School Director to discuss assigned teachers' progress on coaching goals
- Other duties as assigned

#### Key Qualities and Expectations:

- Works collaboratively with adults to deliver on the mission
- Builds strong relationships with scholars, staff and families
- Thrives on reflective feedback with daily coaching and observations
- Demonstrates perseverance in face of adversity
- Doesn't give up on scholars
- Maintains high expectations
- Warm/Strict management with scholars
- Believes every adult is accountable for every scholar's success
- Demonstrates leadership through creative problem solving and takes initiative
- Believes in educating families about advocating for their child's success
- Bilingual Spanish preferred

#### Minimum Qualifications:

- California Teaching credential with English Learner authorization or out of state equivalent required
- Strong belief that all students can succeed
- Demonstrated success working with students in traditionally underserved communities
- Interest in coaching and developing adults
- At least 2-4 years of urban teaching experience

#### Resource Specialist

The Resource Specialist will help to ensure the success of all scholars in meeting rigorous and measurable academic outcomes by:

- Contributing to the design of a rigorous, project-based curriculum with a focus on becoming a world citizen
- Implementing and preparing IEPs: Formal testing, collection of informal data, communicates with general education teachers and parents, observes scholar performance
- Managing Special Education Data System
- Working with special education scholars; modifying/adapting general education curriculum
- Preparing IEPs in consultation with parents and IEP team members
- Designing instruction, both individual and small group, which parallels the general education curriculum.
- Serving as coordinator of IEP implementation with general education staff
- Monitoring scholar progress, participates in review and revision of IEP, as appropriate
- Articulating curriculum between and among scholar levels
- Maintaining appropriate scholar data and other records and submit reports as required
- Planning, preparing, and implementing lesson plans that utilize a variety of instructional strategies
- Differentiating teaching based on the diverse and individual needs of all scholars
- Maintaining high expectations for scholars' learning and overall conduct
- Developing and administering a variety of assessments to measure scholars' growth towards goals and monitor scholars' mastery of the content standards
- Participating regularly in professional development and reflecting on teaching practice
- Communicating and building positive relationships with scholars, scholars' families, colleagues and other stakeholders
- Working collaboratively in a professional learning community
- Using multiple scholar learning outcomes to inform learning progress and instructional practices
- Performing other duties as assigned.

#### Required Qualifications

- Possession of a valid California Teaching Credential. (Note: Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:
  - o At least 24 units in early childhood education, or childhood development, or both.
  - o As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
  - o A child development permit issued by the CTC.
- Must possess bachelor's or higher degree from an accredited college or university
- Mild/Moderate Education Specialist Instruction Credential
- Applicants who DO NOT have any one of the qualifications will NOT be considered.

#### Preferred Qualifications

- Minimum of three years of successful, full-time teaching experience.
- Demonstrated track record of scholar achievement.
- Passion for working with a socio-economically, culturally and racially diverse community of scholars and family members.
- Demonstrate an ability to work in collaboration with other staff and faculty members.

#### School Operations Manager

The School Operations Manager assists in the development of financial systems and structures to meet the school's expectations.

#### Leadership Skills and Characteristics

- Embody and advocate the mission, vision, and strategic direction of the school
- Oversee compliance with all federal and state financial reporting requirements
- Create, monitor, and sustain high standards of financial management and oversight with regards to budgets, cash flow statements, expenditures, revenues, payroll, taxes etc.
- Handle all school finances, including paying bills, overseeing purchase orders, and payroll
- Prepare for annual audit
- Handle all personnel paperwork including all benefits offered by the school, W2s, disability, family leave, etc.
- Ensure compliance with all employment and records management law
- Report all pertinent data to administrative team
- Manage grants, disbursements, guidelines and reporting in conjunction with administrators and faculty
- Develop and maintain relationships with the school's banking institutions and understand cash-flow needs of the school so as to maximize interest earnings and minimize short-term credit obligations
- Manage the bidding and contracting process for facility development
- Familiar with charter schools, grants, Con App

#### Administrative Duties

- Ensure compliance with generally accepted accounting principles and any additional applicable standards
- Coordinate the purchase of goods and services for the school
- Provide the bookkeeping services for the school
- Prepare day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll benefits, and taxes
- Teach and lead professional development reporting/finance when appropriate
- Complete other projects as assigned
- Supervise the Office Admin staff

#### Qualifications and Experience

- Commitment to EQ7's mission and success
- Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions
- College degree and two years of experience in operations and/or finance preferred
- Experience in an educational setting preferred
- Ambition and desire to grow as a leader
- Excellent technical and persuasive writer
- Technological proficiency in Microsoft Office, especially Excel and Access, QuickBooks, and/or other financial management.

#### Minimum Educational Qualifications

- Bachelor's Degree Strongly Preferred

### **Operations Support Staff**

The operations support staff includes the Office Coordinator, Nutrition Coordinator, Culture Coordinator, School Safety Coordinator, and Housekeeping Coordinator, along with After School program personnel (Site Coordinator, Assistant Site Coordinator and Program Leaders). These roles collectively are responsible for the daily operations of the front office, nutrition, and maintenance of the facility, and after school program, under the general supervision of the School Operations Manager.

#### **Key Skills and Responsibilities**

- Believe in the school mission that all scholars should be prepared to graduate college
- Exhibit strong reception skills and interpersonal skills
- Independently, or in accordance with general instructions, compose correspondence concerning a wide range of subjects requiring a thorough knowledge of policies, regulations, and operational procedures
- Be organized
- Able to communicate effectively with various stakeholders (Board members, parents, scholars, teachers, school leadership)

#### **Administrative Duties**

- Collect and enter data into administrative databases
- Serve as a general office manager by ordering, managing, and maintaining inventory of school supplies
- Take notes in meetings and conferences and prepare accurate summaries
- Coordinate special events
- Collect and enter scholar attendance and make follow-up calls with families
- Coordinate school mailings
- Coordinate daily distribution of homework and detentions
- Develop and edit school newsletter
- Serve and coordinate breakfast, lunch and snack
- Review and edit documents to ensure consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation
- Maintain school calendar
- Contact parents and emergency assistance agencies in the case of serious illness or injury
- Create systems to file all important school documents
- Maintain the facility
- Implement the nutrition program
- Complete other responsibilities as the CEO, COO, Managing Director of Operations, School Director of School Operations Manager may request

#### **Qualifications and Experience**

- Bilingual in Spanish and English Oral and Written Proficiency Required
- College degree preferred
- Previous experience in an office setting
- Proficiency in all Microsoft applications

### **Custodian of Records**

The Chief Operations Officer will serve as the Custodian of Records for Equitas Academy 7. Student health and wellness



## **Element 6 – Health and Safety Procedures**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

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

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

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

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

### **Comprehensive School Safety Plan**

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

- Child abuse reporting procedures
- Routine and emergency disaster procedures

- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

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

### **Medication in School**

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

### **ATHLETIC PROGRAMS**

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

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

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

### **SUICIDE PREVENTION POLICY**

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

#### **HUMAN TRAFFICKING PREVENTION RESOURCES**

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

#### **FEMININE HYGIENE PRODUCTS**

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

#### **NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL**

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

#### **CALIFORNIA HEALTHY YOUTH ACT**

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

#### **BULLYING PREVENTION**

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

#### **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils

in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

### **TRANSPORTATION SAFETY PLAN**

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

### **Custodian of Records**

The Chief Operations Officer will serve as the Custodian of Records for EQ7.

### **Student health and wellness**

At EQ7 we believe in teaching scholars healthy habits. We partner with Revolution Foods to provide healthy, balanced meals and snacks. Our scholars are provided meals with whole grains, quality protein, high vegetable content, and fresh fruit. Sodium, fat, and sugar are limited in scholar meals. There are no artificial colors, flavors, or sweeteners, high fructose corn syrup, artificial trans fats, or hydrogenated oils in these kid-friendly meals. We have a lunch and snack policy for scholars bringing their own food, and share our rationale with families at our parent orientation. We also provide them with suggestions and tips to help with meal planning.

Physical Education is an important component of our instructional program. We believe it is important for scholars to be active and to build healthy habits from a young age. Scholars participate in PE Monday-Thursday, and this program not only involves physical activity, but health instruction to teach scholars how to keep their hearts and minds healthy. Our Enrichment Program also involves movement-based activities, again reinforcing that there are many ways one can stay active.

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

### **RECRUITMENT METHODS**

Equitas Academy 7 is very well known in the Pico-Union community we serve. Our community is already well-aware of Equitas and regard the Charter School highly. Recruitment materials are bilingual English/Spanish to communicate the mission and educational program of Equitas. Marketing materials are delivered to homes in the targeted community that include school information, including the school website and phone number for additional information. Information sessions at local community centers, day cares, and after school programs ensure parents residing in the targeted neighborhood are informed about the Charter School. We also recruit using the newspaper and radio ads, website and mailings. Specific scholar recruitment efforts include:

Location	Efforts	Dates and Times
Pico-Union Housing Corporation	Information session, flier distribution	Monthly flyers distribution and monthly information sessions (January-July)
Bill Cruz Day Care	Information session, flier distribution	Monthly flyers distribution and monthly information sessions (January-July)
RedShield - The Salvation Army	Information session, flier distribution	Monthly flyers distribution and monthly information sessions (January-July)
Alegria Day Care	Information session, flier distribution	Monthly flyers distribution and monthly information sessions (January-July)
LA Day Care	Information session and flier distribution	Monthly flyers distribution and monthly information sessions (January-July)
Pico-Union Library	Flier distribution	Monthly flyers distribution (January-July)
Markets	Flyer distribution	Weekly flyers distribution (January-July)
Toberman Park Recreation Center	Information session, flier distribution	Monthly flyers distribution and monthly information sessions (March-July)

Our outreach efforts attempt to attain a racial and ethnic balance that is reflective of the District (70:30 or 60:40) by concentrating our efforts in the proposed school neighborhood. We expect our population to mimic the local schools because our recruitment efforts are concentrated in the Pico-Union neighborhood.

## **Element 8 – Admission Policies and Procedures**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

### **NON-DISCRIMINATION**

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner,



neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

### **SEXUAL HARASSMENT POLICY NOTICE**

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

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

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

## **ADMISSIONS REQUIREMENTS**

Equitas Academy 7 is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) other than minimum age requirements as dictated by federal and state laws. Enrollment to the school is open to any resident of the State of California.

Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

Equitas Academy 7 enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A). EQ7 is fully committed to serving all scholars who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.” If the number of scholars who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

## **STUDENT RECRUITMENT**

As detailed in Element 7, recruitment materials are bilingual English/Spanish to communicate the mission and educational program of Equitas. Marketing materials are delivered to homes in the targeted community that include school information, including the school website and phone number for additional information. Information sessions at local community centers, day cares, and after school programs ensure parents residing in the targeted neighborhood are informed about the opening of EQ7. Given our target community’s demographics, our outreach efforts inherently encompass socioeconomically disadvantaged students, along with those with a history of low academic performance or SpEd, EL and other students with special needs. Equitas is designed to meet these students’ needs.

Our outreach efforts attempt to attain a racial and ethnic balance that is reflective of the District by concentrating our efforts in the Charter School’s surrounding neighborhood; current enrollment is reflective of the local population in the Pico-Union neighborhood, as detailed in Element 1.

## **LOTTERY PREFERENCES**

In accordance with applicable state and federal laws and the U.S. Department of Education’s Charter Schools Program Non-Regulatory Guidance (NRG),<sup>5</sup> the Charter School offers the following enrollment priority in the lottery:

- Siblings of admitted scholars, to help families and build community at the site
- Children of teachers and staff (up to a cap of 10% of enrollment), to benefit our hard-working teachers and staff.
- Lottery preference will be given to residents of LAUSD in accordance with state law and LAUSD policy. No other admissions preferences will be given.

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<sup>5</sup> Equitas Academy Charter School, Inc. is the current recipient of a major grant from the U.S. Department of Education Charter Schools Program. During any period of discretionary grant funding from the U.S. Department of Education, Equitas will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the Charter School will modify its lottery procedures to ensure compliance and eligibility for federal funding.

## **LOTTERY PROCEDURES**

The open enrollment timeline period commences October 1st of the preceding school year, with interested families notified to submit a Lottery Application form by March 1st. Equitas notifies the public of open enrollment by posting banners on all of its existing school facilities and updating its website. The lottery application form is available hard-copy and on the website, and only includes requests for the following information:

- Scholar Name, Requested Grade and Date of Birth
- Parent Name, Phone Number, Email and Home Address
- Name of any siblings who currently attend

Following the open enrollment period, applications are counted to determine if any number of applications exceed available seats. If the number of scholars who have applied exceed capacity as of the date of the application deadline, the school holds a public random lottery to determine enrollment. The lottery occurs the first week of March. Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, and the school website ([www.equitasacademy.org](http://www.equitasacademy.org)). Public notice is posted at the Charter School site and on the website regarding the date and time of the public drawing once the lottery-submission deadline date has passed. Notice includes an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

The lottery is conducted by a non-interested members of the staff who draws the pupil names and verifies lottery procedures are fairly executed. The lottery will be held at the location of the Charter School site and is held at 5:00PM to ensure parent and interested parties are able to attend. The lottery is open to the public. Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) are readily available in the school's main office for inspection upon request. Each applicant's admissions application is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

Within two weeks following the lottery, scholars who are offered spots are notified via email or text (depending on their choice selected on the lottery application) and are asked by the School Operations Manager or Office Coordinator to complete an Enrollment Packet within two weeks to secure their spot. School staff are available to assist families in completing this paperwork if needed. Scholars who are on the waitlist are notified of their status via email or text (depending on their choice selected on the lottery application). Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Openings that occur during the school year are filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families are contacted by the School Operations Manager in the order of the waitlist and are given 48 hours to decide whether or not to verbally accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level. The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

## Element 9 – Annual Financial Audits

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

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

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

### **ANNUAL AUDIT PROCEDURES**

Each fiscal year an independent auditor will conduct an audit of the financial affairs of EQ7 to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the Board, but may not include any of the staff of the organization, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract.

- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses (if any) noted by the auditor. The action plan will resolve any deficiencies, findings, material weaknesses, or audit exceptions within a reasonable period.
- The Board of Directors will review and approve the audit no later than December 15.

The Chief Operating Officer will be responsible for working with the Auditor throughout the process and for submitting the audit to all reporting agencies no later than December 15.

## **Element 10 – Suspension and Expulsion Procedures**

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

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

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

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

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

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)*

### **GENERAL PROVISIONS**

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

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

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

the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

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

#### **HOMEWORK TO SUSPENDED STUDENTS**

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

#### **STUDENTS WITH DISABILITIES**

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the

Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

### **NOTIFICATION OF THE DISTRICT**

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

### **REHABILITATION PLANS**



Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

### **DISCIPLINE FOUNDATION POLICY**

EQ7 adheres to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. In order to ensure stakeholder "buy-in," the school-wide discipline policies are developed with considerable input from school-site parents, teachers and scholars regarding their opinions on how to create a safe and healthy school environment. Equitas designs each Charter School to focus on a positive school climate consistent with the School Climate Bill of Rights resolution. EQ7 will use restorative justice alternatives to suspensions to support scholars when behavioral missteps occur. This includes teacher conversations using Love and Logic, a method that promotes healthy teacher/student relationships and positive schoolwide discipline. We also try to redirect behavior to a more positive end. The EQ discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed in regard to the discipline of a scholar with special needs in full compliance and

accordance with the provisions of prevailing state and federal laws and regulations.

Upon enrollment and at the beginning of each school year, EQ7 families each receive a copy of the Parent Handbook in their Enrollment Packets and are asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the School's discipline policy. The Parent Handbook is reviewed and approved annually through the Governance Committee of the Board of Directors to comply with any regulatory requirements (including changes to the laws) and the terms of this Charter petition). In addition, school staff members review the discipline policy with new scholars and parents at the commencement of school each year.

Teachers are trained during professional development (in the summer pre-opening three-week sessions and in weekly "early release" professional development sessions) meetings to use effective classroom management strategies to maximize instruction and minimize scholar misbehavior, and there are school-wide systems for assigning both positive and negative consequences. Positive consequences include extra recess or privileges such as lunch at the park with teachers and free dress days in which students are exempted from wearing their uniform; negative consequences include completing a reflection during a time out or loss of some recess time. Scholars who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior. These skills are reinforced throughout the year during professional development days.

Per changes to EC 47605 by AB 1360 effective 1/1/18, no pupil shall be involuntarily removed permanently by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action.

Disciplinary consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- In-School Suspension
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of the discipline policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to school property.

Suspended or expelled scholars shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Any scholar who engages

in repeated violations of the school's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the School Director or their designee and the scholar's parents. The School Director or their designee will prepare a specific, written agreement outlining future scholar conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. Equitas is exempt from state Education Code requirements and procedures related to scholar suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A scholar may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance or disruption of school activities, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During lunch periods, whether on or off campus
- During, or traveling to or from, a school-sponsored activity

The Charter School is a productive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers use a range of lower-level consequences (non-verbal cues, conferencing with scholars, loss of privileges, etc.) before resorting to more serious consequences. However, we have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out- of-school suspensions. Only the most egregious violations will be considered grounds for expulsion. A full list of grounds for mandatory and discretionary expulsion are included below. Suspended scholars will also be responsible for making up all missed work within the specified timetable.

In case of severe or repeated violations, the School Director may recommend that a scholar be expelled. The School Director has the right to recommend expulsion of any scholar whom the School Director has cause to believe has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, or violates California Education Code § 48915. The School Director, Deans and Network personnel monitor scholar behavior data via the Illuminate data system.

## **IN-SCHOOL SUSPENSION**

In-school suspensions are given as an alternative to out of school suspensions and are held in the School Director's office. Policies and procedures for in-school suspensions are the same as out-of-school suspensions, except that scholars are at school completing their assignments instead of off campus. During in-school suspensions, in order to stay on pace with their classmates, scholars are provided with all class assignments, books, materials, and a computer to complete all assignments and/or take any assessments. If the scholar has questions about the assignments, the teacher provides support when they check in with the scholar throughout the day, specifically during their prep time when they are able to spend an extended amount of time with the scholar. In addition, during the day of the suspension, the scholars' teachers address behaviors that may have contributed to the scholars' in-school suspension. In addition to completing assigned work, the scholar is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. The grounds for in-school suspension will not exceed the grounds for out-of-school suspension; the determination to permit an in-school suspension as an alternative to out-of-school suspension is

solely made by the School Director, and will take into consideration the safety and well-being of the other scholars, teachers and staff at the Charter School. As such, the following offenses are not eligible for in- school suspension

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terroristic threats against school officials or school property, or both.

At the time of the in-school suspension, the School Director shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense(s) committed by the scholar. In addition, the notice will contain the date and time the scholar may return to school, and information about the suspension appeals process. If the School Director wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

## **GROUND FORS SUSPENSION AND EXPULSION**

The School Director bears primary responsibility for overseeing all scholar discipline. The School Director has the authority to suspend scholars.

*Non-Discretionary Suspension/Expulsion:* It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any scholar who is determined to have brought a firearm to school.

Consistent with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

- Possession, selling, or furnishing of a firearm
- brandishing of a knife
- unlawfully selling a controlled substance
- possession of an explosive
- Sexual Assault/Sexual Battery

Any scholar who commits or attempts to commit a sexual assault or who commits a sexual battery must be recommended for expulsion, regardless of grade level. In some instances, sexual harassment, sexual battery or sexual assault may also constitute child abuse. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner. If child abuse is suspected or alleged, a suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

*Discretionary Expulsion/Suspension:* In addition to the foregoing mandatory suspension/expulsion infractions, scholars may be immediately suspended and recommended for expulsion upon a determination that the scholar has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, or was under the influence of any controlled substance as

defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
- Harassed, threatened or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Education Code Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- 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, directed specifically toward a pupil or school personnel.

## **PROCESS FOR SUSPENSION OR EXPULSION**

To protect scholar rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process. As noted above, the School Director is authorized to suspend scholars.

### **Family Conference**

Suspension shall be preceded by a conference conducted by the School Director with the scholar and his/her parent within two days, or as soon thereafter as is practicable. The purpose of the conference will be to inform the scholar and his/her parent/guardian of the reason for disciplinary action and any supporting evidence for that action. The scholar will have an opportunity to present evidence in his/her defense, and may waive the conference if they cannot or do not want to participate. There will be no penalties imposed if the scholar's parents are unable to attend.

The conference may be omitted if the School Director determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of scholars or school personnel. If the scholar is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by the

School Director of EQ7 as soon as possible.

### **Notice to Parents/Guardians**

At the time of suspension, the School Director shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense(s) committed by the scholar. In addition, the notice will contain the date and time the scholar may return to school, and information about the appeals process. If the School Director wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

### **Length of Suspension**

The length of the out of school and in school suspensions will be determined by the School Director based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for scholars may not exceed a period of five consecutive days per incident unless a recommendation has been made by the School Director and agreed to by the scholar's parent/guardian. The total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days (10 for scholars with disabilities) in any school year, or unless the suspension occurs while pending an expulsion hearing, or unless a pupil enrolls in or is transferred to another regular school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

### **Meaningful Access To Education During Suspension**

The School Director will collect and provide the scholar with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the scholar's parents and all needed materials will be left in the front office. Scholars will take all tests missed upon their return to school.

### **Suspension Pending Outcome Of Expulsion Process**

Scholars will be recommended for expulsion if the School Director finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the scholar causes a continuing danger to the physical safety of the scholar or others.

Scholars recommended for expulsion will be entitled to a hearing, to determine whether or not the scholar should be expelled. If requested, the hearing will be held as soon as practicable, but within 30 calendar days from the date of the recommended expulsion, during which time the scholar is to remain suspended. Students will be provided with an independent study while waiting for the hearing.

## **EXPULSION PROCEDURES**

The expulsion hearing will be conducted by an Administrative Panel or neutral Hearing Officer appointed by the CEO. If a panel, the CEO shall select the chairperson, who should be an administrator from another Equitas charter school.

An Administrative Panel will consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. After the expulsion hearing concludes, the Hearing officer or panel chair shall prepare a facts and findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events to summarize the evidence considered at the hearing. Prior to the expulsion hearing, the School Director will prepare a written notice of the hearing ("Hearing Notice"), which will be emailed and mailed to the scholar and the scholar's parents at least seven (7) calendar days before the date of the hearing. The hearing will be held in a confidential setting. The Hearing Notice will state and/or include a brief description of the following:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the scholar or the scholar's parents to appear in person at the hearing
- The opportunity for the scholar to be represented by counsel or other advocate.
- 
- Notification of obligation to provide information about the scholar's status at the Charter School to any other school district or school to which the scholar seeks enrollment
- The right to inspect and obtain copies of all documents to be used at the hearing
- The right to present evidence
- Information regarding reasonable accommodations and language support

The decision of the Administrative Panel or Hearing Officer shall be in the form of written findings of fact issued within ten days and a determination regarding the expulsion (the "Expulsion Determination"). If the Expulsion Determination is not to expel, the pupil shall immediately be returned to his/her educational program. Following an Expulsion Determination to expel, the School Director shall send written notice of the Expulsion Determination, including the adopted findings of fact, to the scholar or parent/guardian. An Expulsion Determination must be supported by substantial evidence. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

The Expulsion Determination shall also include the following:

- Findings on the specific offense committed by the scholar
- Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the School
- Terms of expulsion
- Rehabilitation Plan
- Criteria for Rehabilitation plan
- Eligibility date for reinstatement.
- Information regarding appeal rights and procedure for filing an appeal

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

Expulsion hearings involving sexual assault or battery offenses conform to the same administrative procedures as described above, with the inclusion of the following special procedures. 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. The School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the person conducting the expulsion 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. 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. 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. 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 person conducting the expulsion hearing 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. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person conducting 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 person conducting the hearing shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the person conducting the hearing 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. 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 proceedings during that testimony. 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.

### **Appeal of Suspension or Expulsion**

The suspension of a scholar will be at the discretion of the School Director. A suspension appeal may be made to the CEO within five (5) days of the suspension. Following due consideration of the facts and safety of scholars, a decision by the CEO regarding scholar suspension will be considered final.

An expulsion may be appealed within five (5) business days of issuance of the Expulsion Determination, and must be submitted in writing to the School Director. The scholar will be



considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the Equitas Academy Governing Board as soon as practicable, but not later than its next regularly-scheduled meeting. Review on appeal is not another evidentiary hearing. Rather, the Governing Board's review on appeal is limited to:

- (1) Whether there was a prejudicial abuse of discretion with regard to the expulsion hearing;  
or
- (2) Whether there is relevant material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing.

The decision of the Board of Directors will be final. If the expulsion is overturned, the school will reinstate the student fully with no further consequences.

## **REHABILITATION PLANS**

### **Reinstatement and Readmission**

Pupils who are expelled from EQ7 shall be given a rehabilitation plan upon expulsion as developed by Administrative Panel or Hearing Officer at the time of the Expulsion Determination, which may include, but is not limited to, periodic review, to ensure the scholar is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to EQ7 for readmission.

The readmission process will include a meeting with the School Director, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The School Director shall make a recommendation to the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. EQ7 is responsible for reinstating the scholar upon the conclusion of the expulsion period.

## Element 11 – Employee Retirement Systems

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

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

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

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

### CERTIFICATED STAFF MEMBERS

All full-time certificated employees who are eligible participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage, and Equitas contributes the employer’s portion required by STRS. All withholdings from employees and the Charter School are forwarded to the STRS Fund as required. Equitas submit all retirement data through LACOE and comply with all policies and procedures for payroll reporting. Employees accumulate service credit years in the same manner as all other members of STRS. Equitas acknowledges that participation in the California State Teachers’ Retirement System will continue for the duration of the charter school’s existence under the same CDS code.

### CLASSIFIED STAFF MEMBERS

Social Security payments are contributed for all qualifying non-STRS members. The Equitas Academy Charter School, Inc. Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees are covered by the Federal Social Security program.

### OTHER STAFF MEMBERS

Social Security payments are contributed for all qualifying non-STRS members. The Equitas Academy Charter School, Inc. Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees are covered by the Federal Social Security program.

The Chief Operating Officer is responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

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## Element 12 – Public School Attendance Alternatives

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

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

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

As a school of choice, Equitas Academy<sup>7</sup> does not have restrictive enrollment based on residence, etc. Parents and scholars will be informed of their public school attendance alternatives during the enrollment process through such publications as the District's School Choices brochure.

### Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## **Element 14 – Mandatory Dispute Resolution**

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

### **GENERAL PROVISIONS**

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

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

### **PROPOSITION 39 DISPUTES**

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

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

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

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

Los Angeles, California 90017

*Maggie Ford, COO  
Equitas Academy 7 Charter School  
1700 W. Pico Blvd.  
Los Angeles, CA, 90015*

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

#### **NON-PROPOSITION 39 DISPUTES**

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

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered,

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

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

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

*Maggie Ford, COO*  
*Equitas Academy 7 Charter School*  
*1700 W. Pico Blvd.*  
*Los Angeles, CA, 90015*

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.



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

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## **Element 15 – Charter School Closure Procedures**

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

### **REVOCATION OF THE CHARTER**

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **CLOSURE ACTION**

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

### **CLOSURE PROCEDURES**

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

### **Designation of Responsible Person(s) and Funding of Closure**

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

### **Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

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

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

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

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

acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

### **Disposition of Liabilities and Assets**

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

#### **SCHOOL CLOSURE AGENT**

In the event of the closure of EQ7, the school's closure agent will be Equitas' COO.



## **Additional Provisions**

### **FACILITIES**

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

### **District-Owned Facilities**

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

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

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

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

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

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

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

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

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

### Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

## **INSURANCE**

### **Insurance Requirements**

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles

Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

### **Evidence of Insurance**

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, canceled, reduced in coverage limits or non-renewed."

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

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

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

### **Hold Harmless/Indemnification Provision**

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

of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

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

### **Cash Reserves**

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

### **Third Party Contracts**

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

### **Special Education Revenue Adjustment/Payment for Services**

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

### **Student Body Funds**

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

### **Audit and Inspection of Records**

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

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

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

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

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

### **Fiscal Policies and Procedures**

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

#### **Apportionment Eligibility for Students Over 19 Years of Age**

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

### **Local Control and Accountability Plan**



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

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