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**EQUITAS ACADEMY**  
ACHIEVEMENT • EXCELLENCE • CHARACTER

**Equitas Academy 3  
Charter Petition  
(July 1, 2019 to June 30, 2024)**

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

August 29, 2018

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## AFFIRMATIONS AND ASSURANCES

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*Equitas Academy 3 (hereinafter “Equitas Academy 3,” “EQ3,” or “Charter School”) shall:*

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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## ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (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(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

### **ACADEMIC CALENDAR AND SCHEDULES**

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

### **MATHEMATICS PLACEMENT**

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

### **TRANSITIONAL KINDERGARTEN**

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

### **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

### **WASC ACCREDITATION**

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

### **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

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

### **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.

### **Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**

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

- **Dropout**



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

- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

## **GENERAL INFORMATION**

<b><u>GENERAL INFORMATION</u></b>	
The contact person for Charter School is:	Malka Borrego, Founder and CEO
The contact address for Charter School is:	1700 W. Pico Blvd. Los Angeles, CA 90015
The contact phone number for Charter School is:	(213) 201-0440
The proposed address or ZIP Code of the target community to be served by Charter School is:	1050 Beacon Ave., Los Angeles, CA 90015
This location is in LAUSD Board District:	2
This location is in LAUSD Local District:	Central
The grade configuration of Charter School is:	TK-4
The number of students in the first year will be:	500
The grade level(s) of the students in the first year will be:	TK-4
Charter School's scheduled first day of instruction in 2019-2020 is:	September 3, 2019
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	500
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:	7:30am-3:30pm
The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

## **COMMUNITY NEED FOR CHARTER SCHOOL**

Equitas Academy 3 (“EQ3”)<sup>1</sup> was authorized by the Los Angeles Unified School District (“LAUSD” or “District”) in March 2014; due to a lack of facilities, the school first opened one school year later, in September 2015. Equitas Academy 3 is located in the Pico-Union area of Los Angeles and currently serves approximately 400 scholars in grades TK-3, expanding to 500 scholars in TK-4 by 2019-20. Enrollment at the school is 93% Hispanic/Latino, 5% African American, 0% Other and 2% White; 95% of our scholars are Socioeconomically Disadvantaged (SED); 37% are English Learners (EL); 6% are Special Education (SpEd) and 2% are Foster/Homeless Youth.

Equitas Academy 3 is operated by Equitas Academy Charter School, Inc. (“Equitas Schools,” “Equitas,” the “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 4:** 170 scholars in grades 5-6; opened in 2017, expanding to 400 scholars in grades 5-8 by 2019-20

**Equitas Academy 5:** authorized by LAUSD that will open with students in September 2019; ultimately will serve 500 scholars in grades TK-4.

All of the Equitas Schools are located in the Pico-Union area, where our Founder and CEO, Malka Borrego, was raised. Equitas has proven that a strong culture, a mentality of “no excuses” and 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 Building Excellent Schools (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>2</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. *BES has recognized Equitas as a member of “The Network,”* a select group of the highest performing BES schools nationwide: “Network schools demonstrate strong academic results, sound organizational practices, and the genuine ability to close the achievement gap in their communities.” (*Id.*) The Network challenges and supports high-capacity leaders to examine and improve the quality and growth of their organizations.

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

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<sup>1</sup> Over time, Equitas Academy 3 has been formally listed with slightly different name variations at LAUSD and CDE (e.g., Equitas Academy #3 Charter School). In order to be consistent with current LAUSD naming preference, CDE listings, and our other charter schools (Equitas Academy 4 and Equitas Academy 5), we are calling the school Equitas Academy 3 going forward.

<sup>2</sup> <http://buildingexcellentschools.org/about/>

- 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**.<sup>3</sup>
- 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**. While CCSA has not provided any rankings of EQ3 because it has been open less than four years, we are confident EQ3 will replicate our flagship school’s success.
- Ms. Borrego’s commitment to and success in improving educational options for this high-need community was recently recognized with the California Charter Schools Association’s **2016 Hart Vision Leader of the Year Award**, established to “annually recognize and honor individuals demonstrating outstanding leadership and excellence in education.” (CCSA Press Release, March 2016.)
- During this charter term, Equitas Academy 3 has had **ZERO suspensions and ZERO expulsions**.
- 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
  - 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

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-8.

*Equitas* is a Latin word for justice, equity, and fairness. Our name guides a founding principle of the school. Too often, scholars enter middle and high 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. *Ed. Code § 47605 (b)(5)(A)*.

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 supports.*
4. *Equitas provides clear standards, research-proven curriculum, and frequent assessments.*

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<sup>3</sup> Equitas Academy is simultaneously submitting a charter renewal petition for its third charter term. We note that while

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, Hispanic/Latino, special needs and who come from families where the adults have not completed high school can succeed in meeting our high expectations for success.

## **EQUITAS ACADEMY 3'S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA**

***It is important to note that EQ3 has completed just three years of operation and, due to our slow growth model, those three years included grades TK/K-2 only.*** In 2018-19 the Charter School will serve 3<sup>rd</sup> graders for the first time, and thus our first state standardized test results will not be available until after spring 2019. This understandably poses some challenges in reflecting on the Charter School's success, particularly in comparison to the nearby Resident Schools. Nevertheless, based on available data and our strong history of organizational success, it is clear that EQ3 meets and exceeds criteria for renewal, across numerous metrics and measures as detailed herein. Based on the specific record of performance, EQ3 has and will continue to meet the needs of the community we serve.

### **Academic Performance Data and Other Absolute and Comparative Performance Indicators**

***According to current California law and District policy, a charter school "shall" meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: Equitas Academy's academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.***

As noted in the Ed Code, "The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Cal. Ed. Code § 47607(b)(4)(B).

### **Surrounding Schools Demographic and CAASPP Data**

EQ3 meets criteria for renewal.

Based on an analysis of the scholar's residence addresses and the 2017-18 Data Set provided by LAUSD's Charter Schools Division (CSD Data Set), the following table lists the top Resident district schools our scholars would otherwise be required to attend:

### **Resident Schools Demographic and CAASPP Data**

LAUSD Resident Schools	# of Students 2016-17	% FRPL	% SpEd	% EL	% H/L	% AA	% Asian	%White	2016 CAASPP ELA % Met/ Exceeded	2016 CAASPP Math % Met/ Exceeded	2017 CAASPP ELA % Met/ Exceeded	2017 CAASPP Math % Met/ Exceeded

Equitas Academy 3	272	94%	6%	37%	93%	5%	0%	1%	N/A	N/A	N/A	N/A
Tenth Street Elementary	666	97%	12%	51%	97%	1%	0%	1%	29%	30%	27%	30%
Hoover Street Elementary	743	92%	15%	59%	96%	1%	1%	2%	53%	47%	58%	57%
Leo Politi Elementary	737	96%	15%	57%	94%	3%	1%	1%	18%	12%	21%	13%
Ambassador School-Global Education	362	96%	12%	57%	77%	4%	11%	3%	27%	31%	27%	30%
Olympic Primary Center	199	88%	13%	83%	97%	2%	0%	1%				
MacArthur Park ES for the Visual and Performing Arts	540	92%	6%	68%	93%	3%	0%	3%	44%	24%	22%	22%
Norwood Street Elementary	506	94%	15%	41%	93%	4%	0%	2%	22%	19%	23%	22%
Magnolia Avenue Elementary	999	95%	11%	51%	98%	0%	0%	1%	19%	20%	19%	19%
UCLA Community K-12	1,004	91%	13%	35%	81%	2%	10%	2%	39%	32%	38%	27%
New Open World Academy K-12	1,153	95%	13%	37%	86%	2%	5%	3%	30%	15%	31%	17%
Esperanza Elementary	812	97%	13%	67%	94%	2%	1%	2%	21%	16%	21%	11%
<b>Resident Schools Totals/Averages</b>	<b>7,721</b>	<b>94%</b>	<b>12%</b>	<b>54%</b>	<b>92%</b>	<b>3%</b>	<b>2%</b>	<b>2%</b>	<b>30%</b>	<b>25%</b>	<b>29%</b>	<b>25%</b>
<b>Resident Schools Median</b>	<b>737</b>	<b>95.0%</b>	<b>12.7%</b>	<b>56.6%</b>	<b>93.6%</b>	<b>2.1%</b>	<b>.7%</b>	<b>1.8%</b>	<b>26%</b>	<b>22%</b>	<b>25%</b>	<b>22%</b>

Source: <http://dq.cde.ca.gov/dataquest>.

The following data details the ways in which EQ3 surpasses the performance of these comparable resident schools (“Comps”).

**SMARTER BALANCED ASSESSMENT CONSORTIUM (“SBAC”)/CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (“CAASPP”) RESULTS**

As noted above, our scholars at EQ3 have not yet participated in the CAASPP tests as the Charter School is just serving 3<sup>rd</sup> grade this year (2018-19) for the first time. Historically, the existing schools in the Pico-Union community have not been as strong as District-wide averages, and this holds true with recent state test data:

- Across the 11 Comp Schools (one of which is a Primary Center that does not participate in state testing), on average, 29% of students Met/Exceeded standards in ELA and 25% Met/Exceeded in Math on the 2017 SBACs.
- This compares to LAUSD's 38% Met/Exceeded in ELA and 33% Met/Exceeded in Math for grades 3-5 on the 2017 SBACs.

We are confident – based both on internal benchmark assessment data as well as the strong performance of our flagship school, Equitas Academy (69% Met/Exceeded in ELA and 58% Met/Exceeded in Math) – that EQ3's scholars will have stronger performance than the Comps when they being taking the SBACs.

In light of the lack of SBAC data and specific SBAC-aligned proficiency data for these young scholars, we offer here some snapshots of our internal benchmark assessment data at EQ3 from internal NWEA MAPs testing that show our scholars are achieving growth in both ELA and Math each year. We note that these tests are not an appropriate metric for external accountability as these they were designed to help “provide essential information about a student’s continuum of learning and growth trajectory. . . [and function as] a tool to help identify strengths and opportunities and focus instruction on the areas of greatest need.” (nwea.org) Achievement norms from MAP show student norms from a national student population. “Growth norms allow for comparisons with an explicit standard to show amounts of growth. With MAP assessments, a student’s fall-to-spring gain score may be compared with the average fall-to spring gains made by students who share his or her fall score. The comparison of gains over time, or gains that are observed in different contexts, results in statements about learning productivity.” (nwea.org) Thus, students have different growth goals based on their own individual performance at a given point in time -- some scholars are projected to gain 3 points over the year in Math while others may be expected to make 12 points of growth. Again, it is important to understand the context of these tests:

The growth norms were never intended as growth targets, they simply represent our best estimate of the average growth of students at the various points of the RIT scale. In other words, they represent the growth of the proverbial "middle child" in the norming sample.

A growth projection is merely a prediction of how much a student will grow over a specified time period. The prediction is based on the average performance of students in the norm study, considering their starting score, grade level, and when in the academic year the two tests used to estimate growth are administered. This projection can be adopted as a growth target, *but this is not recommended*. We believe that it is more appropriate to use the projection to inform what the target should be. This allows the educator to exercise professional judgment to consider other factors and knowledge about the student and the school when setting growth targets.<sup>4</sup>

NWEA does not report how many students each year actually meet their individual growth projections, but those projections are described by a bell curve, thus:

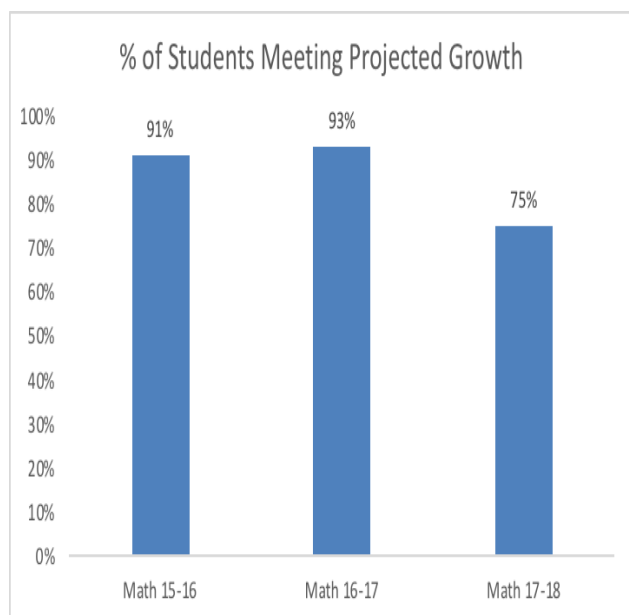
In the most general sense, about 50% of students show growth that is greater than mean normative growth, and about 50% show less than mean normative growth, as implied in the bell curve figure above. So in a general sense, one could reasonably expect that about 50% of students should meet their growth goals. . . . [Furthermore,] our school growth norms do not do [] account for specific demographic compositions within a school. NWEA school norms are based on a representative

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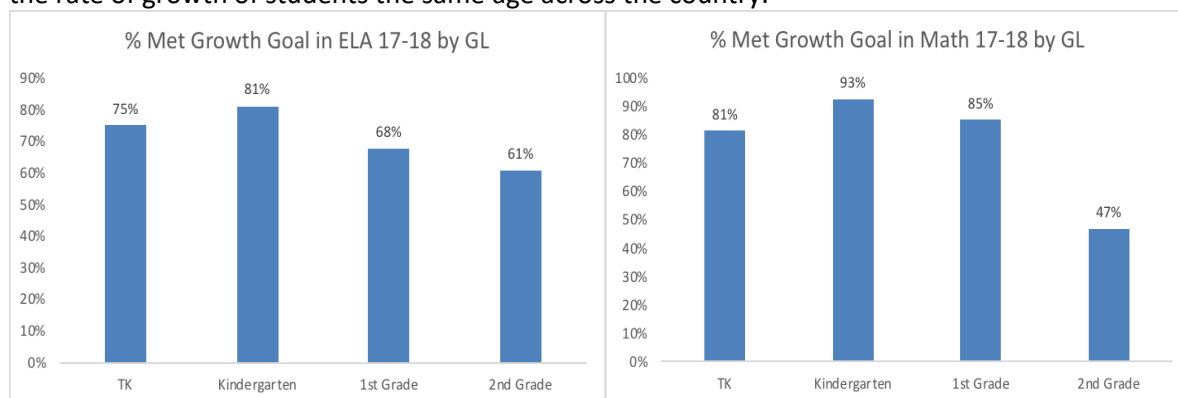
<sup>4</sup> <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets/>

sampling of schools from across the country, and so our school norms will be appropriate for schools whose racial demographics parallel the racial distributions of the U.S. student population.<sup>5</sup>

At EQ3, we have consistently demonstrated well over 50% of scholars (who are predominantly low-income and Hispanic/Latino) meeting their individual growth projections each year on the NWEA MAP assessments:



While the percentage of students who meet their individual growth goals each year varies from year to year and from grade to grade (see below), the data demonstrates that our scholars are on pace or well above the rate of growth of students the same age across the country.



Furthermore, while not a direct correlation to CAASPP performance, the RIT scores of our scholars on the MAP shows that the majority are well within norm ranges in both Math and Reading:

#### Average RIT Score

<sup>5</sup> <https://www.nwea.org/blog/2013/partner-questions-month-percentage-students-meet-growth-targets/>

Grade Level	Math Fall 2017-18	Math Spring 2017-18	EOY Norm Range	% of Students in EOY Norm Range (Math)	Reading Fall 2017-18	Reading Spring 2017-18	EOY Norm Range	% of Students in EOY Norm Range (Reading)
TK	137.3	155.2	N/A	N/A	138.9	152.7	N/A	N/A
K	145.2	170.1	145.41-172.79	53%	148.2	165.1	145.25-170.95	58%
1	174.0	188.9	167.17-194.43	66%	171.7	180.7	162.96-192.04	76%
2	169.0	195.5	178.56-205.64	88%	163.5	195.1	173.49-203.91	69%

Breaking this data down into subgroups shows above-national-average rates of growth for our scholars as well, with notable highlights such as 100% of our SpEd students meeting their individual growth projections in ELA in 2016-17, and well over 50% of each subgroup meeting projections in almost every case:

Again, we reiterate that this data is not an appropriate predictor of upcoming performance on the CAASPP for our first class of 3<sup>rd</sup> graders in 2018-19. In spite of our admitted “misuse” of the data here (according to NWEA) in an attempt to show some accountability metrics to our charter authorizer, suffice it to say that we are confident based on the progress they have made so far, that our EQ3 scholars will produce strong proficiency results when they begin taking the CAASPP exams this coming spring.

#### **ENGLISH LEARNER RECLASSIFICATION**

With such a high percentage of English Learners (38% of enrollment), we prioritize ensuring our young students develop English proficiency and are reclassified, as quickly as possible. Our EL reclassification rates have consistently outpaced LAUSD averages, including LAUSD’s impressive 2018 reclassification rate of 20.1%:

Year	2015-16	2016-17	2017-18
Reclassification Rate	N/A	9.9%	51.5%

(<http://dq.cde.ca.gov/dataquest/>)

In a letter dated June 29, 2018 from LAUSD’s CSD staff to Equitas Academy 3 regarding this renewal petition, CSD staff noted concerns about the Charter School’s reclassification rates and cited a 2016-17 reclassification rate of 9.9% and a 2015-16 rate of 0%. (CSD June 29, 2018 letter to Equitas Academy 3.) We note that these statistics are misleading, based on the timing of a new start-up school and the way reclassifications are counted in the official data reports. In 2015-16, our first year of operations, the Charter School served just 100 students in grades TK/K and none of these young students were reclassified. In the fall of 2016, when we were serving TK/K-1<sup>st</sup> grades, 9.9% of our ELs (8 students) were reclassified at the



start of the new school year. At the end of that same 2016-17 school year, an additional 34 students were reclassified; these students were counted in the 2017-18 reclassification rate, as evidenced by the following chart from CDE's Dataquest site:

Selected School Level Data  
Equitas Academy #3 C--Los Angeles Uni--1964733-0129650  
for the year 2017-18

- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
<a href="#">Equitas Academy #3 Charter</a>	19647330129650	272	101 ( 37.1 %)	48 ( 17.6 %)	34 ( 51.5 %)
<a href="#">District Total:</a>		621,414	143,196 ( 23.0 %)	218,752 ( 35.2 %)	31,718 ( 20.1 %)
<a href="#">County Total:</a>		1,492,652	305,310 ( 20.5 %)	424,365 ( 28.4 %)	55,811 ( 16.9 %)
<a href="#">State Total:</a>		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

At the end of the 2017-18 school year, of 95 ELs, 44% were being reclassified, which will be counted in the 2018-19 reclassification rate. In short, going forward, we are confident our annual reclassification rates will continue to reflect our dedication to ensuring these scholars develop English language proficiency as quickly as possible.

### **STUDENT ATTENDANCE RATE AND CHRONIC ABSENTEEISM**

Average Daily Attendance (ADA) each year of operation has ranged from 96% to our 2017-18 rate of 97%. In 2017-18, 11% of students had perfect attendance, 62% of students had 96% or better attendance, and 89% of students had 90% or better attendance. (Internal database.) Through extensive parent education efforts, we help families understand how important consistent attendance is for their child's success, and how the habits they form at a young age will carry through their education and in the workforce. Our staff works to support families who may indicate challenges in maintaining timely, consistent attendance by meeting with parents and scholars after three unexcused absences or tardies.

### **SUSPENSION/EXPULSION RATE**

***Equitas Academy 3 has not had a single suspension or expulsion in any of the past three years.*** This obviously is well below LAUSD and state rates:

Rate	Los Angeles Unified			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.91	0.93	0.80	3.80	3.65	3.60
Expulsions	0.01	0.02	0.02	0.09	0.09	0.09

(<http://dq.cde.ca.gov/dataquest/>)

### **STAKEHOLDER SATISFACTION**

Each year, Equitas surveys parents. In 2017-18, 98% of parents indicated that they are satisfied with teachers' expectations of their child and 95% are satisfied with the academic rigor at Equitas Academy 3. The 2017-2018 parent survey was completed by 57% of parents. Parents also express their support of our school via volunteer hours: 100% of parents volunteered at least 10 hours in 2017-2018, and on average,

these parents volunteered 59 hours each. Not only do these volunteer hours provide helpful assistance to our teachers and school staff, but perhaps more importantly these hours help families build a stronger connection with our school community and one another in supporting our scholars.

### **LAUSD ANNUAL OVERSIGHT VISIT RESULTS**

Equitas Academy 3 has enjoyed consistently strong Annual Oversight Visits with staff from LAUSD’s Charter Schools Division (CSD). In our most recent Oversight Visit Report, dated March 15, 2018:

<b>SUMMARY OF RATINGS</b> <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>3</b>	<b>No Rating</b>	<b>3</b>	<b>3</b>

**(CSD Annual Oversight Visit Report, 3/2/2018.)**

As noted in the CSD’s June 29, 2018 letter to Equitas Academy 3 regarding the Charter Renewal “This rating [“No Rating” for Student Achievement and Educational Performance] was a result of insufficient availability of student performance data given the school is on its third year of operation and SBAC scores are not yet available.” (CSD Letter, June 29, 2018.)

CSD staff noted several “Areas of Demonstrated Strength and/or Progress”:

#### *Governance*

The governing board consists of 8 members and the organizational chart shows the Chief Executive Officer (CEO), as well as the School Site Council (SSCs) and English Learner Advisory Committees (ELACs), report directly to the board, and all other personnel report directly to the CEO. Documentation evidence showed executive level leadership evaluation forms and evaluation process information.

The Governing Board monitors school performance and other internal data to inform decision-making.

Based on review of board agendas and board minutes, the governing board established committees, such as the Finance, Ad Hoc, Governance, Resource Development, and Academic Accountability committees, meet often and provide updates to the board during regular board meetings . . . .

#### *Scholar Achievement and Educational Performance*

***[While noting the lack of available data due to the school’s TK-2 grade span, CSD did not indicate any “Areas Noted for Further Growth/Improvement” in this section.]***

#### *Organizational Management, Programs, and Operations*

Classroom observations confirmed differentiation in tasks performed by students, . . . students worked in centers on a number of different exercises and teachers roamed from group to[] group for the most part. Observations also confirmed one of the exercises some students were working on was the assessment Fountas and Pinnell, and in all classroom this task was performed with technology (tablets). Student goal setting and the tracking of those goals was evident in reading charts, vocabulary charts, and individual academic binders observed in every class visited. Also, classrooms were visually and text rich with common-thread anchors related to content, vocabulary, sample student work, as well as, the Equitas Way/Values/Creed, and college- bound messaging.

Per discussion with the school's leadership and written responses to guiding questions, instruction is informed via data analysis of daily, weekly, and trimester internal assessments, as well as NWEA interim assessments for reading and math. Areas of success and areas of improvement are identified for scholars and scholar subgroups and plans are developed to address needs.

#### *Fiscal Operations*

Equitas Academy 3 Charter's fiscal condition is strong and has been upward trending since Fiscal Year 2015-2016. According to the 2016-2017 independent audit report, the school had positive net assets of \$822,549 and net income of \$445,153. The 2017-2018 First Interim projects positive net assets of \$3,081,702 and net income of \$2,259,153.

(CSD Annual Oversight Visit Report, 3/2/2018.)

### **SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATION PROGRAM**

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,<sup>6</sup> 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 EQ3 scholar can and will attend and graduate from college, we help to dramatically improve the educational outcomes for the scholars of Pico-Union.

***Slow growth model of growing one grade level each year:*** Our model of growing just one grade level per year after launching with TK/Kindergarten and 1<sup>st</sup> grades has proven to be a tremendous boost to our ability to develop capacity over time and make improvements and refinements to our program based on data. Our small school environment with small class sizes helps foster a child-centered approach to learning in which children form meaningful relationships with several adults and receive individualized instruction and

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<sup>6</sup> Factfinder.census.gov (2010 Census data).

attention. Scholars, parents, teachers and staff develop an important sense of “belonging” in our school community, a powerful force in combating the challenges faced outside our school walls.

***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 on 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 EQ3 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). For this to be possible, a thoughtful, sequential series of frequent assessments continuously informs leadership and staff as to the efficacy of the instructional program and scholar supports, and guides all decisions in a time-effective and proactive manner for every scholar.

***The Network leadership team and centralized staff supporting school site School Director and School Operations Manager from Day One allows the Charter School to focus and meet our high academic standards:*** Based on successful urban charter schools throughout the nation, EQ3 made a strategic decision to launch in Year 1 with a leadership team that included a School Director (then called a Director of Curriculum and Instruction), focused solely on the academic program, a School Operations Manager, focused solely on facilities, finance/accounting and operations, and an Executive Director (now called CEO), overseeing all functions and providing extra intensive support to the academic and operations functions. As we have strategically grown to five schools, we have continued to ensure that our organizational structure includes intensive support that enables our staff to excel in what they do best – our educators focus on education while our operational staff focus on key infrastructure and efficiencies both at the school site level and across our Network. We believe this model has been critical to our success.

#### **SUCCESS OF THE SCHOOL’S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION**

As evidenced by the data and external reviews detailed above, EQ3 – which was designed originally by our Founder and CEO, Malka Borrego, based on her experience growing up in the same Pico-Union community, as well as her extensive education experience and research – is a clear success. While our organization is committed to continuous improvement and constant self-reflection, we are incredibly proud of our success to date and the lives we are helping to change in this community.

## **AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED**

Based on progress to date, school leadership have identified three key focus areas for improvement in our academic program:

***Shift to New Curriculum:*** As Equitas has grown to five schools and more than 1,500 students, we have engaged in a rigorous and deep strategic planning process to both reflect on our successes and challenges, and plan for the future. Part of this process included recognition of the need to continue ensuring that we maintain the vertical and horizontal alignment we set out to include in our curriculum across campuses as we grow. While we have predominantly relied on teacher-created lesson planning to date, and have been proud of our successes, based on best practices we now know that to get to the next level, in addition to being rigorous, our curriculum needs to be part of an aligned program where teachers have a deeper and more sophisticated level of content knowledge. As such, at the beginning of the 2017-2018 school year, we shifted to adopting Achievement First's Open Source Curriculum, which was designed by a team of content experts and is based on Common Core standards and geared to true college readiness. Achievement First is an acclaimed charter network that serves more than 13,000 predominantly low-income, Hispanic/Latino and African American students at 36 urban schools across Connecticut, New York and Rhode Island.

With this shift, we moved the focus for our teachers from spending their time creating lesson plans to deeply understanding and discussing their content so they are prepared for the more sophisticated, adaptive teaching necessary to ensure our scholars are college ready. To accomplish this and continue building from on our adoption, this summer our Deans and School Directors attended curriculum-training sessions in New York, where they had access to Achievement First curriculum coaches. They also participated and will continue participating in webinars over the course of the year to strengthen our content knowledge. Our team of Deans and School Directors then brought this learning back to our Summer Professional Development where we systematically trained teachers in specific content protocols and fostered a collaborative environment to help teachers unpack units and intellectually prepare for unit 1 lessons in preparation for the first day of school. As a result of these efforts and ongoing professional development throughout the year, we are confident we will have a stronger and more aligned curriculum for the 2018-2019 school year.

***Data Analysis Process:*** Equitas has a strong history of data analysis systems. This has consisted of reflection on scholar performance expectations, scholar strengths and weaknesses, analysis of the mastery of standards including whole class mastery, small group mastery, and individual mastery and analysis of errors and with instructional plan to address areas of concern, and details for re-teaching. For instance, if data demonstrates that our scholars have not mastered a specific content standard, we modify our lesson plans, re-teach and assess the content standards once again until we reach mastery. As we redesigned our curriculum, we built on our previous data analysis systems to carve out time for a weekly collaborative grade-level meeting specifically centered around data. Deans and School Directors help prepare materials for the Friday data meeting based on weekly quiz results and following the "See it. Name it. Do it." Framework. This weekly meeting builds on our existing data practices to allow for more constant adjustment to instruction based on scholar performance. It will give teachers time to review comparative data as a grade level, share best practices, will allow for them to plan and practice reteach together. We have also built a re-teach block into the schedule every Monday so that plans designed on Friday can be taught right after the weekend.

**Intervention:** Building on the weekly data meetings and the Monday reteach block, we also used our SBAC and MAP data to determine that even though we were using a rigorous curriculum for Math (Eureka), we did not see the increases to our math scores that we had seen in our ELA scores since the adoption of Common Core. As part of our curriculum shift in the 2017-2018 school year, we added a second math block and an intervention block focused solely on Math to combat this trend. As a result, we saw an increase in our Math scores this past year, but didn't make gains in ELA as we had previously seen. This year, our teachers will use their daily exit ticket data to determine whether they use their RtI blocks for ELA or for Math. In this way, our teams will be looking at data daily and weekly and using the data to determine whether the daily intervention block would be most effectively used re-teaching ELA or Math.

As we look forward to celebrating our 10<sup>th</sup> anniversary in 2019-20, EQ3 celebrates the dramatic impact on the scholars and families we serve, and the broader Pico-Union community. Beyond the test data, we know that our scholars' resilience and the habits of heart and mind they have developed at EQ3 will increase their chances of performing well in rigorous middle schools, high schools, colleges, and beyond. We look forward to continuing to serve as a model for urban education for the next five years.

## **STUDENT POPULATION TO BE SERVED**

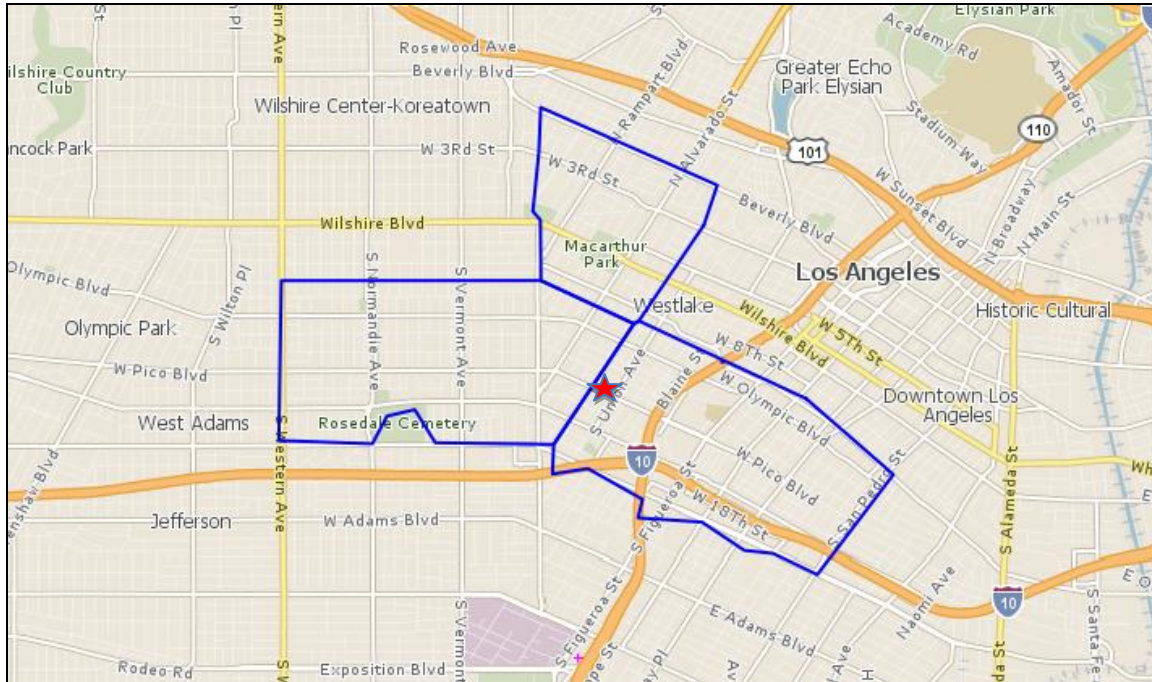
### **Target Population**

As noted, EQ3 is authorized to serve grades TK/K-4. Our target neighborhood is Pico-Union/MacArthur Park (zip codes 90015, 90006 and 90057), 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>7</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.

### **Surrounding Community Map**

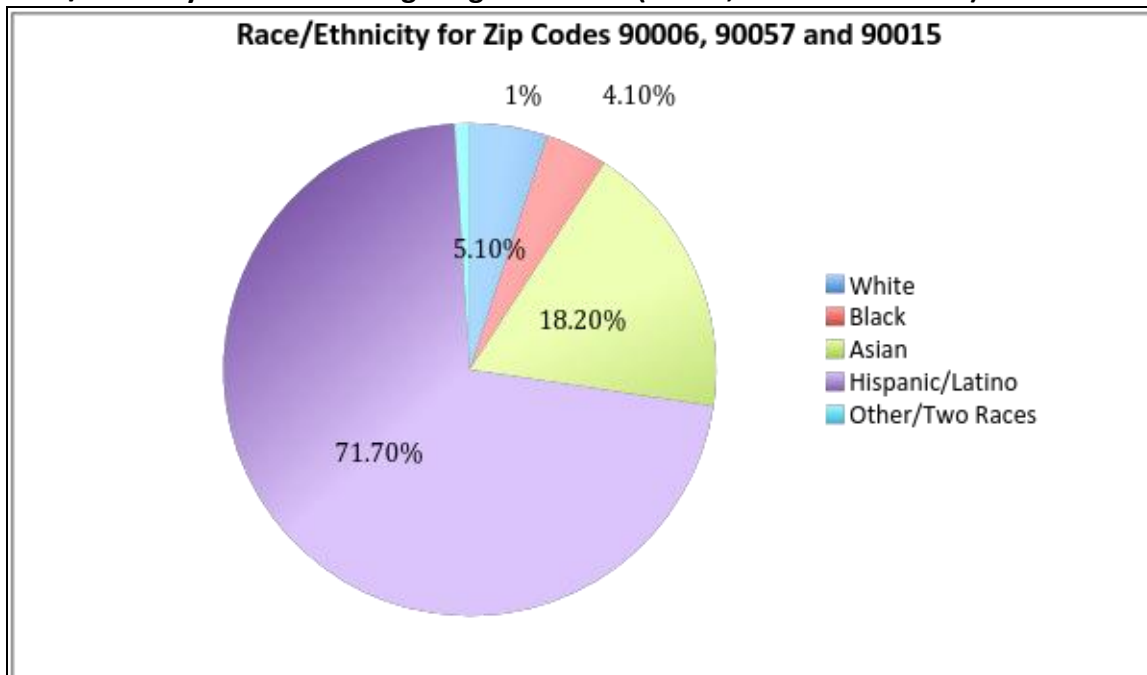
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<sup>7</sup> Pico-Union, a sub area of Los Angeles includes the following boundaries: Olympic Boulevard to the north, Hoover Street to the west, the Santa Monica freeway to the south, and the Harbor freeway to east.



Source: [healthycity.org](http://healthycity.org)

### Race/Ethnicity for Surrounding Neighborhoods (90006, 90057 and 90015)



Source: [factfinder2.census.gov](http://factfinder2.census.gov) (2010 census).

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.<sup>8</sup> 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). According to the Los Angeles times, the area highlighted in the map above includes three of the four most densely populated neighborhoods in all of Los Angeles.

Not surprisingly, poverty levels in the community are significant; **in 2018, the federal poverty line for a family of four is just \$25,100.**<sup>9</sup>

### Income Comparison of Surrounding Neighborhood (90006, 90057 and 90015)

Income Comparison	90006	90057	90015
Total Population	59,185	44,998	18,986
# Households	19,474	16,484	8,043
< \$15,000	16.1%	23.9%	27.7%
\$15,001 - \$24,999	20.0%	19.3%	16.7%
\$25,000 - \$49,999	37.7%	31.3%	19.7%
\$50,000 – \$99,999	20.4%	20.3%	16.6%
\$100,000+	5.7%	5.2%	19.2%
%age of Families with Children Under 18 Below Fed. Poverty Level in Preceding 12 months	37.2%	46.0%	49.2%

Source: *factfinder2.census.gov* (2010 census).

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>10</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%).<sup>11</sup> 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>12</sup>

### Educational Attainment of Residents Over Age 25 Zip Codes 90006, 90057 and 90015

<sup>8</sup> factfinder.census.gov 2010 census

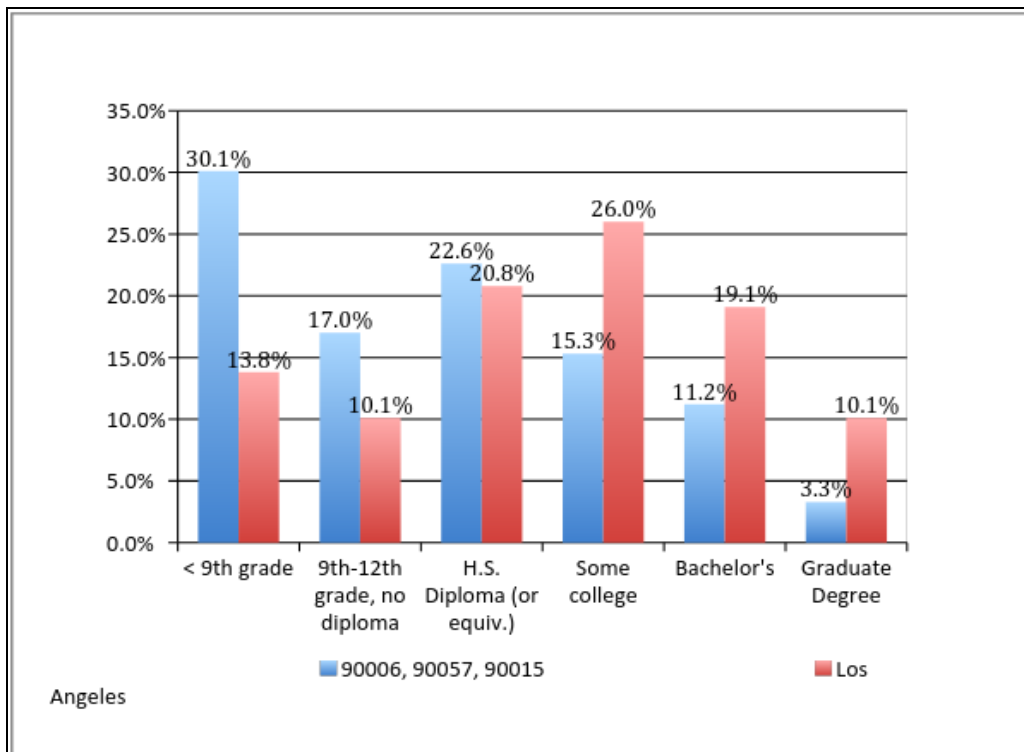
<sup>9</sup> <https://aspe.hhs.gov/poverty-guidelines>).

<sup>10</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>11</sup> factfinder.census.gov 2010 census

<sup>12</sup> Hammond, C., et al., (2007). *Dropout Risk Factors and Exemplary Programs*. National Dropout Prevention Center Network.





Source: [factfinder2.census.gov](http://factfinder2.census.gov) (2010 census).

Lack of employment, high population, and low educational attainment contribute to the high-crime rate and proliferation of gangs in Pico-Union. High poverty rates and lack of educational attainment are among the myriad factors that contribute to the high-crime rate and proliferation of gangs in Pico-Union. In a six-month period between December 2017 and June 2018, according to the Los Angeles Times there were 193 reported violent crimes in Pico-Union (the 29th highest frequency out of 209 neighborhoods tracked by the paper) and 516 property crimes; the adjacent Westlake area (in zip code 90057) was ranked 25th that same time period with 563 violent crimes and 1,231 property crimes.<sup>13</sup> In other words, our scholars and their families face significant risks and stresses outside of school.

While community demographics paint a picture of a severely impoverished neighborhood, the area is beginning the early stages of gentrification with residential development and revitalization efforts. Pico-Union is adjacent to the new LA Live Development and its six city blocks of apartments, theatres, and high-end hotels such as the Ritz-Carlton/JW Marriott. While Pico-Union families face ongoing challenges, improvements in education allow residents the opportunity to be a part of the revitalization efforts. Without access to education, economic advancement is difficult and limits families' ability to participate in the economic growth of their neighborhood.

### **ENROLLMENT PLAN**

We anticipate total enrollment over the next charter term to be consistent with current levels, based on our facilities capacity:

<sup>13</sup> <http://maps.latimes.com/neighborhoods/neighborhood/pico-union>

	<b>CURRENT (2018-19)</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>TK/Kinder</b>	131	120	79	83	116	102
<b>Grade 1</b>	112	102	120	79	83	116
<b>Grade 2</b>	80	116	102	120	79	83
<b>Grade 3</b>	77	83	116	102	120	79
<b>Grade 4</b>		79	83	116	102	120
<b>TOTAL</b>	<b>400</b>	<b>500</b>	<b>500</b>	<b>500</b>	<b>500</b>	<b>500</b>

## **GOALS AND PHILOSOPHY**

### **MISSION AND VISION**

Equitas Academy 3 provides a structured, achievement-based community that prepares elementary scholars to graduate from four-year colleges and universities.

EQ3 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 preparatory middle and high schools with the ultimate goal of college graduation. Our vision includes a school with a college preparatory focus in the primary grades, so scholars are able to develop the foundational skills necessary for entrance into high-performing middle and secondary schools. 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 EQ3 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.

### **AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY**

Beginning with kindergarten (including TK), EQ3 capitalizes on the concept that “college prep begins in kindergarten.” Serving a population that is not traditionally college-bound, and too often does not have the core foundation to successfully complete middle and secondary education and go on to pursue 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 middle school and 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. 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 2018 will be called “The Class of 2035”). 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 Equitas scholar can and will attend and graduate from college, we help to dramatically improve the educational outcomes for the scholars of Pico-Union.

Our model adds to the growing segment of public schools that are educating urban youth and reversing the achievement gap through a highly structured environment, character education, and college preparatory emphasis delivered within a culture of high expectations for academic achievement. With the belief that *all* scholars can learn and achieve at high levels, schools founded by KIPP, Building Excellent Schools (BES) fellows as well as 50+ high-performing urban charter schools nationally) and others are demonstrating that scholars in “high risk” communities can close the achievement gap. These schools’ combination of inspired leadership, dedicated staff, demanding curriculum, clear behavioral code, longer days, and use of assessment to drive instruction serve as a model for raising scholar achievement.

We believe that college preparation starts on a child’s first day of primary education. Young scholars and their families are able to identify the link between strong academic outcomes *now* and later success facilitated with a college education in the *future*. Beginning in kindergarten, we expose our scholars to the world of middle and high school and college with the implicit and explicit message that with hard work they have all the tools and ability necessary to succeed in these institutions. We present this message through classroom lessons, exposure to mentors and tutors from institutions of higher learning, and real and virtual tours of campuses.

Because we want our scholars to strive academically in order to earn life choices, we also expose them to as much of the wider world of art, music, recreation, and nature as possible. Such exposure is essential to helping scholars see the life that is possible for them (and for their communities) through their own perseverance and commitment. We have developed a strong enrichment program where scholars are exposed to the arts through dance, yoga, art, music, and technology. We emphasize with our scholars that hard work and strong character development pave the road to college.

Building on successful models, we believe that all children, regardless of background, can learn to read, write, speak and compute with the expertise needed to succeed and access an outstanding college education.

Equitas Academy 3 strives to ensure scholars who matriculate from fourth grade are prepared for the challenges of college preparatory middle and high schools, to provide scholars access to college and choice in life-sustaining employment as they move into the 21<sup>st</sup> century. In the 21<sup>st</sup> 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. 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> century into schools, scholars will grow to reach their maximum potential, and foster a lifetime love of learning.

With knowledge and communication as key tools for the new millennium, a strong foundation in literacy is an integral component to ensuring *all* scholars are prepared to handle the complexities of the 21<sup>st</sup> century and to take their place as an educated person within our democracy. Public schools must provide a strong academic literacy program and must hold and support the highest of expectations. Educational programs need to ensure all scholars succeed in learning at high levels. In *Good to Great*, Jim Collins<sup>14</sup> identifies the main factor for achieving outstanding organizational results as a narrow focus of the company’s resources in its field of competence. As a school, we believe that strong literacy development is *the* key competency scholars must master to be successful, and thus the major focus of our educational program. Like all schools in the 21<sup>st</sup> century dedicated to the academic and life success of our scholars, Equitas Academy 3 ensures all scholars are educated for the demands and opportunities of the new century.

### **College and Career Readiness**

To ensure college graduation, we emphasize college readiness and awareness starting in kindergarten. Scholars along with their families take field trips to local universities as early as kindergarten. While the work and college discussion begins in the earliest years, the entire school carries out these practices. In addition, all courses and instruction are planned and implemented for scholars to gain the foundational skills, transcripts, and test scores - and the personal ambition - necessary to enter college preparatory middle and high schools.

### **Use of Technology**

EQ3 is committed to ensuring that all scholars have the technological skills to compete in the 21<sup>st</sup> century and are prepared to take online assessments. As detailed above, all scholars will receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, and email. By the time they leave EQ3, scholars will be proficient with these programs, and have the necessary technological literacy to further their education and interests. Scholars will use computer-based learning programs to master foundational literacy skills. Then scholars will use computers for research and fact-finding to complete assigned projects and homework. Technology instruction is integrated into the core curriculum.

### **HOW LEARNING BEST OCCURS**

To meet our scholars’ needs in mastering the California content standards (including the new Common Core and Next Generation Science Standards), our model integrates the foundational theories of directed learning (objectivist) and cognitive learning. In directed instruction, behavioral theories concentrate on immediately observable changes in performance (e.g., tests) as indicators of learning. There is a focus on memory, how a scholar receives and stores memories and builds on previously learned material. Robert Gagne contributes to this area with his systematic approach to instructional design and training with the nine steps of instruction: (1) gain attention, (2) inform learner of objective, (3) stimulate recall of prior

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<sup>14</sup> Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap... and Others Don't*. New York: Harper Business.

knowledge, (4) present the material, (5) provide guidance for learning, (6) elicit performance, (7) provide feedback, (8) assess performance, and (9) enhance retention and transfer.<sup>15</sup> Directed methods have influenced our thinking in selecting and designing teaching methods, curriculum, and behavior modification techniques as well as how we assess and define learning. Directed instructional models focus on teaching sequence of skills beginning with lower level skills in order to build to higher level skills as well as clearly stating skill objectives with assessments to match.

In conjunction with the work of behavioral theorists, we utilize cognitive learning theories such as Vygotsky's social development theory and Bandura's social learning theory. Social development and learning theory involves attention, memory and motivation, and therefore can be viewed as a bridge between behaviorist and cognitive learning theories. In *Mind and Society*,<sup>16</sup> Vygotsky asserts that social interaction plays a fundamental role in the process of cognitive development. He writes how speech and writing is used to mediate our social environments. Initially, children use these tools solely for social functions, but through the internalization of speech and writing, children are led to higher thinking skills. Vygotsky promotes students and teachers to take an active role in learning. Vygotsky's theory of Zone of Proximal Development (ZPD), or the distance between a student's ability to perform a task under guidance and/or collaboration and the student's ability to solve problems independently, informs our teaching methodology. Originally ZPD was developed to argue against standardized tests as a means to gauge intelligence. ZPD has expanded since its original concept to include scaffolding. Scaffolding was developed by sociocultural theorists to include the process through which a teacher provides assistance until the child is able to accomplish the task or learning independently. Vygotsky maintains that learning occurs just above the students' current level of competence. Therefore, students learn by having teachers scaffold the learning so students are successful at tasks that could not be accomplished independently. Teachers use language and shared experiences to scaffold or as a learning tool. Children learn by solving problems with the help of the teacher who models the process and in a classroom environment that is directed by the teacher. The teacher collaborates with students to provide support and direction for the learning. In addition, the curriculum needs to challenge and stretch the student's competence.

Bandura's social learning theory adds to Vygotsky's work on ZPD. Bandura asserts that people learn from one another through observation, imitation, and modeling. Social learning theory explains human behavior in terms of interaction between cognitive, behavioral and environmental influences. There are four conditions necessary for effective modeling: attention, retention, reproduction, and motivation. Bandura asserts that behavior and environment have a reciprocal relationship and affect each other.

The work of Vygotsky and Bandura both point to the importance of social interaction, language, and environment. Moreover, in designing an effective learning environment it is important to create a structure with measurable outcomes. While some may believe behavioral and cognitive theorists differ in defining learning and describing conditions required to make learning happen, we have found both have meaningful contribution in conceptualizing, designing, and articulating our school model.

In addition to these educational theorists, our instructional model also is based on work such as *No Excuses: Lessons from 21 High-Performing, High Poverty Schools*, in which Carter asserts that "rigorous and regular

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<sup>15</sup> Gagne, R. (1985). *The Conditions of Learning*. (4th ed.). New York: Holt, Rinehart & Winston.

<sup>16</sup> Vygotsky, L. (1978). *Mind and Society: The Development of Higher Mental Process*. Cambridge, MA: Harvard University Press.

testing leads to continuous student achievement.”<sup>17</sup> Carter describes testing as a diagnostic tool used to enforce the school’s goals of academic achievement. Similarly, *No Excuses: Closing the Racial Gap in Learning* details superb educational experiences<sup>18</sup> with common systems of strong academics with student supports such as a longer school day and school year. Finally, Equitas Academy 3 draws inspiration from Jim Collins acclaimed book, *Good to Great*,<sup>19</sup> in which he writes, “Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.” At EQ3, we are working toward greatness for each scholar and for the school as an organization through the discipline of mission focus.

### **EQUITAS ACADEMY 3 WILL ENABLE ALL STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS**

Research and learning theory have informed our program framework as the EQ3 mission and vision provide a map for how learning best occurs and how to achieve the goals of an educated person in the new millennium. Our program goals include focusing on the needs of scholars for academic and life success realized through success in middle and high school and eventual college graduation. Our program goals are realized through providing a safe and structured environment where we are able to support scholars to meet academic standards articulated through California content standards proficiency, develop strong character values, and academic stamina in order to meet scholar’s own personal goals.

Our goals are informed through research and practices used at high achieving schools, and demonstrated success at the existing Equitas schools (Equitas Academy (2016) and Equitas Academy 2 (2015) were both named Gold Ribbon Schools by the California Department of Education). Prior to the opening of our flagship school, Equitas Academy, Ms. Borrego, the school’s founding CEO, completed a residency at Leadership Preparatory Charter School — a charter school in Brooklyn, New York. Leadership Prep serves a high poverty, minority population, yet has demonstrated significant progress in reading and math, including dramatic annual gains in proficiency. Ms. Borrego’s residency at Leadership Prep informed the design and innovative elements of Equitas’ first school, elements which continue to define the entire Equitas operation today.

In addition to using best practices from successful public schools and a strong research base, our school goals are focused of accountability, standard-based curriculum, and high expectations with measurable goals. Specifically:

1. *We hold high academic and behavioral expectations for every scholar.*
2. *We engage and grow competent and experienced school leadership and staff.*
3. *We offer a rigorous academic program with intentional scholar supports.*
4. *We provide clear standards, research-proven curriculum, and frequent assessments.*
5. *We are a mission-driven school community.*

#### **1. WE HOLD HIGH ACADEMIC AND BEHAVIORAL EXPECTATIONS FOR EVERY SCHOLAR.**

Equitas has developed and school culture that is achievement-oriented and is built on strong and universal

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<sup>17</sup> Carter, S. (2000). *No Excuses: Lessons from 21 High-Performing Schools*. Heritage Foundation, Washington, DC.

<sup>18</sup> Thernstorm, A. & Thernstorm, S. (2003). *No Excuses: Closing the Racial Gap in Learning*. Simon & Schuster Paperbacks. New York, NY.

<sup>19</sup> Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap... and Others Don't*. New York: Harper Business.

values. The school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest<sup>20</sup> are explicitly taught and assist scholars rise to the high academic and behavioral expectations we hold for them. Teachers actively model and teach the values of the school throughout the day of instruction as well as during the weekly community circle.

### ***Academic Expectations***

A critical component of our success is that teachers communicate to scholars that they can learn to be smart; effort is continuously celebrated and rewarded in the classroom. A vast majority of characteristics that we have so often ascribed to "intelligence" are skills that can be taught and learned.<sup>21</sup> Each and every adult at EQ3 believes that all scholars are college-bound by holding scholars to high academic expectations at every grade level.

Teaching to mastery also is critical. Classes are structured to optimize learning, with common routines for all daily practices that minimize distraction and disruption from learning time, and with multiple formal and informal checks for understanding. Since all scholars are expected to meet or exceed grade level standards, if a scholar does not meet passing scores on assessments, multiple supports are put in place to work with the scholar until he or she has mastered the material. EQ3 will formally recognize and celebrate scholars who evidence the academic and behavioral excellence that lie at the core of the school's values and educational program by gathering together each week with celebration at Community meeting. The school celebrates our core values by having teachers provide awards for scholars exemplifying the school values.

Teachers assign appropriate levels of homework at each grade level (ranging from 30 minutes per night in kindergarten to 60 minutes per night in 4<sup>th</sup> grade) and scholars are held to high expectations for nightly homework completion in order to practice skills taught explicitly during the school day. Based on our experience operating schools in the Pico-Union community, we recognize that many of our families have parents who work beyond school hours, thus approximately 60% of our scholars will participate in our after-school program, which begins with a 60 minute session for homework completion. During this time, the after-school staff is available to assist scholars with their homework.

Because we believe this daily reinforcement of skills and content taught during the school day is critical to scholars' academic growth, we have structured supports within the day to aid its completion. For example, if scholars do not complete homework they miss "choice time" at the end of the day. "Choice time" provides scholars opportunities to choose center learning opportunities (i.e., alphabet learning, manipulatives, poetry, writing, puzzles, computer, art, etc.).

### ***Behavioral Expectations***

We seek to create confident, self-assured learners. We believe that confidence and self-assurance comes from our delivery of a structured learning environment that engages scholars in learning. EQ3 will have high standards for scholar conduct and communicates those with clarity and consistency. We believe that every child wants to behave well, and will rise up to the expectations of the primary adults in their lives. We have established a positive, caring atmosphere where scholars feel safe and successful while being held to high standards of behavior at all times. A strong school culture is the foundation of scholar discipline, utilizing

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<sup>20</sup> Based on the work of Paul Tough, (2012). *How Children Succeed. Grit, Curiosity, and the Hidden Power of Character*. Houghton Mifflin. Boston, MA

<sup>21</sup> Rothman, R. (1996). *Organizing for Results*, National Center on Education and the Economy.

scholar engagement strategies. Behavioral expectations are consistent from classroom to classroom.

All scholars are expected to wear uniforms and practice common courtesies (please, thank you, and proper greetings), use good table manners at breakfast and lunch, and learn how to converse respectfully with their peers and with adults. In all classrooms, scholars sit at their desks, listen and track the speaker. All the school's high expectations are explicitly taught, constantly modeled, and appropriately reinforced to our scholars, and poor behavior choices are addressed quickly, effectively, and in developmentally appropriate ways.

The school day is structured and transparent so that scholars understand how to adhere to school routines. When necessary to redirect and correct scholar behavior, teachers are trained in common scholar discipline techniques. Teachers manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our scholars to be successful.

The entire school community is guided by a clear Code of Conduct. Implementation of the Code of Conduct is designed to ensure scholars engage in positive interactions with teachers and with one another throughout the school day. It also provides the necessary tools to guide scholars' internal decision making in order to assist them in choices that will lead them to success in college and life. The school's Code of Conduct is based on preventing misbehavior with the appropriate incentives for following our Code of Conduct. Scholars are recognized during morning meeting and school wide during community meeting for their positive contributions and demonstrated commitment to learning and growing, thus modeling for all scholars what is expected and celebrated at Equitas Academy 3. Scholars earn privileges for positive behaviors (choosing your seat, lunch with a teacher or school leader, pencil, etc.), while those who engage in negative behaviors and violate the school's Code of Conduct earn consequences such as loss of choices for scholars.

Character education is explicit at EQ3 with morning meeting each day and the school wide celebration of community meeting. Teachers create their own curriculum under the supervision and support of our School Director, Deans and Network staff. The goal of this curriculum is to have scholars internalize and utilize the school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest.<sup>22</sup>

## **2. WE WILL ENGAGE AND GROW COMPETENT AND EXPERIENCED SCHOOL LEADERSHIP AND STAFF.**

We know that in order for any school to be successful, effective leadership must be present. EQ3 will launch with strong leadership capacity from day one, including an experienced Chief Executive Officer, Chief Academic Officer, and School Director. The most successful charter schools have learned that there must be dedicated and senior staff responsible for both the organizational and the academic success of the school.<sup>23</sup> A school must have academic results to be counted as successful, and a school must maintain financial health and conduct long-term strategic planning to project its success into the future.

### *Senior Leadership Team*

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<sup>22</sup> Based on the work of Paul Tough, (2012). *How Children Succeed. Grit, Curiosity, and the Hidden Power of Character*. Houghton Mifflin. Boston, MA.

<sup>23</sup> High performing charter schools that utilize a leadership model divided between the academics and organization success of the school include Roxbury Preparatory, Boston, MA; Camino Nuevo Charter Schools, Los Angeles, CA; and Academy of the Pacific Rim, Boston, MA.



Equitas has a centralized management and support structure for all of our schools in the Equitas Network (aka “Equitas,” “Equitas Academy Charter Schools,” or the “Network”) that includes:

Our **Chief Executive Officer (CEO)**, reporting to the Board of Directors, is responsible for leadership and management of all aspects of the school’s strategic development and operations, execution of the mission and all external and non-academic functions, including Board relations, regulatory reporting, financial operations, and fundraising. Successful managerial experience and proven practice with our scholar population is integral to this position.

The **Chief Academic Officer (CAO)** reports to and works closely with the CEO as he/she focuses on is responsible for providing vision, management experience, and educational expertise for all Instruction at Equitas’ network of schools. The CAO leads the organization in the planning, development, implementation, delivery, and evaluation of instructional programs for all scholars, including services for Special Education and English Language development; provide decisive, dynamic leadership and supervision of curriculum and instruction, including special education, state and federal categorical programs, pupil services, program evaluation, and staff development; provide direction and inspiration for our continual improvement in academic content standards and assessment, teaching and learning, and professional development; and supervise, develop and evaluate the performance of staff including the School Directors.

The **Chief Operating Officer (COO)** reports to and works closely with the CEO. He/she focuses provides strategic leadership and planning for non-instructional aspects of school management, including facility acquisition and management; information technology; internal financial processes; human resources; vendor management; compliance; enrollment; lottery; and scholar information systems.

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.

The **Chief Schools Officer (CSO)**, reports to and works closely with the CEO. He/she focuses on leading the work of principal 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 EQ3 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.

The senior leadership team is supported by several Network staff in the areas of HR/Recruiting, Accounting/Finance, Facilities, Development/Communications, Data/IT, and instructional specialists.  
*School Staff*

EQ3's **School Director** (School Site) will focus on daily issues of teaching and learning. Having a School Director solely devoted to improving instruction and supporting teachers and scholars allows us to remain focused on academic outcomes. This leadership structure also allows the School Director to conduct daily classroom observations to keep our focus on improving teaching and scholar learning.

The **School Operations Manager** assists with all operational matters at the school site, is responsible for operations and reporting, and to ensure the school is operating smoothly. The School Operations Manager has an indirect reporting relationship to the School Director and a direct reporting relationship to the **Chief Operating Officer**.

**Teachers** at EQ3 will be recruited and retained by the School Director because they are effective, professional, and dedicated educators. Teachers must be experts in literacy development, particularly with the needs of our target population. Teachers will be credentialed and meet our high standards and expectations for success.

To develop and ensure teacher effectiveness, teachers will be observed daily by the School Directors, Deans, and/or Assistant Directors as well as instructional coaches who are current teachers. Teachers will be provided informal feedback once a week and formal feedback/evaluation at least two times a year. Teachers will participate in four weeks of mandatory training prior to the opening of the school with additional professional development required as part of the teacher salary throughout the year based on the needs of the scholars/staff and directed by school leadership observations. Prior to the school year starting, teachers will practice the school-wide routines that underpin the daily work of learning, solidify their ability to implement the school's Code of Conduct in clear and consistent ways, plan curriculum, write assessments, and analyze state standards and standardized tests to ensure curriculum alignment.

Teachers will be given planning time to collaborate and will be observed regularly by school leadership. Instruction and its improvement drive the school culture, and learning and its measurable results drive instruction.

Combined with an experienced and highly trained faculty and staff, and the use of outside consultants and expertise (legal, back-office, special education, professional development and more), Equitas Academy 3 is designed to ensure that appropriate staffing and operations support all facets of our program.

### **3. WE OFFER A RIGOROUS ACADEMIC PROGRAM WITH INTENTIONAL SCHOLAR SUPPORTS.**

EQ3 offers rigorous academic programming beginning in the youngest grades to ensure a foundation of skills that sets scholars on the path for academic success.

#### ***Foundational Skills— Common Core and the Content Areas***

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, all based on the California content standards including the Common Core and new Next Gen Science Standards. Scholars benefit from longer literacy and math instruction in the primary years. Specific attention and longer instruction in literacy ensures 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.

### ***College Readiness and Awareness***

To ensure college graduation, we emphasize college readiness and awareness starting in kindergarten. Scholars along with their families take field trips to local universities as early as kindergarten. While the work and college discussion begins in the earliest years, the entire school carries out these practices. In addition, all courses and instruction are planned and implemented for scholars to gain the foundational skills, transcripts, and test scores - and the personal ambition - necessary to enter college preparatory middle and high schools.

### ***Extended Day and Year***

A critical teaching methodology at EQ3 is to provide teachers more time to teach and support scholars, and to provide more time for scholars to learn and advance. More access to effective instructional time increases learning. As noted above, scholars attend Equitas Academy 3 for an extended school day and year. School opens at 7:30 am and dismissal is at 3:30 pm for all grade levels. The school year extends to 180 days. Catherine Dodd<sup>24</sup> examines several studies that explore the question of whether extending learning time for scholars in need of support can bridge the academic gap. In one study, extending the school day for kindergartners using the same curriculum as its half-day counterparts made a significant difference in the achievement levels of the full-day participants.<sup>25</sup>

Beyond providing a longer school day, Choice Time is provided for scholars who do not adequately complete daily assignments and voluntarily for scholars who would like a quiet space to complete their work or need tutoring support.

### ***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 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.

## **4. WE PROVIDE CLEAR AND CONSISTENT STANDARDS, RESEARCH-PROVEN CURRICULUM, AND FREQUENT ASSESSMENTS.**

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<sup>24</sup> Dodd, C. (Sept-Oct 2002) *Extended-day programs: time to learn: extending learning time for students in need of support can bridge the academic gap by providing students with the time they require to master subject content*. Leadership. [http://findarticles.com/p/articles/mi\\_m0HUL/is\\_1\\_32/ai\\_94872301/pg\\_1](http://findarticles.com/p/articles/mi_m0HUL/is_1_32/ai_94872301/pg_1).

<sup>25</sup> Hough, D. & Bryde, S. (April 1996) *The effects of full-day kindergarten on student achievement and affect*. Paper presented at the annual conference of the American Educational Research Association, New York, NY. (ERIC Document Reproduction Service No. ED 395 691).

Clear standards ensure learning is focused on the specific skills and content knowledge that scholars need to master in a logical and sequential manner and allow for effective planning of instruction and assessments. All school curricula is fully aligned with California Content Standards, which “are designed to encourage the highest achievement of every scholar, by defining the knowledge, concepts, and skills that scholars should acquire at each grade level,”<sup>26</sup> as well as the Common Core State Standards and, going forward as they are implemented, the newly approved Next Generation Science Standards. Network staff, the School Director and Deans guide and support all classroom teachers as they organize and plan all daily lessons using these standards, with reliance on the CDE’s Curriculum Frameworks for each subject. All assessments and instruction are designed for mastery of the standards.

### ***Uniform Instructional System***

To maximize learning, all teachers in all grades follow a Uniform Instructional System (UIS). Working within a model that provides for direct instruction, guided practice, and scholar mastery, teachers use an instructional approach often referred to as “I do,” “We do,” “You do”<sup>27</sup>. Teachers begin by making a connection to the scholar’s prior learning and directing the teaching to the lesson’s objective (“I do”). Scholars then move to practicing content with the teacher’s guidance (“We do”). After the teacher feels confident in the scholars’ understanding as a group, the lesson moves into individual scholar practice (“You do”).

Teachers also implement the use of a Unified Blackboard System<sup>28</sup> (UBS) with elements that include: 1) Do Now, or lesson starter, 2) Aim or learning standard, 3) Agenda or steps for the lesson, 4) and Homework. Each teacher begins instruction with a Do Now, a five-minute quiet activity to get scholars engaged in the lesson. On the board, the teacher writes the Aim or learning standard and agenda for the day. The homework assignment is also posted so scholars know and are able to write down their daily homework assignment.

Scholars receive a weekly syllabus in English and translated in Spanish to inform parents about the daily agenda, homework, and learning objectives

### ***Research-Proven Curriculum***

Equitas Academy 3 utilizes curricula with a proven track record and research base (see specific listing below). Using state adopted curricula that are standard-based ensures scholars have access to standards-aligned, research-proven instruction.

### ***Frequent Assessments***

Assessment is essential for measuring scholars’ academic needs and ensuring that all scholars are mastering the learning standards. At the beginning of every school year, incoming scholars are assessed with age-appropriate, standardized assessment tools giving teachers assistance in the process of designing curriculum, lessons, and pacing, as these formative, benchmark assessments provide a clear understanding of current scholar mastery. These assessments also enable us to identify scholars who may need extra help

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<sup>26</sup> California Department of Education Content Standards can be accessed at <http://www.cde.ca.gov/be/st/ss/>.

<sup>27</sup> <http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

<sup>28</sup> USB is a successfully instructional practice used by high performing charter schools such as Excel Academy, Boston, Roxbury Preparatory, and Edward Brooke in Boston, MA, and described by Dr. Lorraine Monroe in her book, *Nothing’s Impossible: Leadership Lessons from the Inside and Outside the Classroom*. 1997. Random House, NY. Teachers learn how to implement USB system during the four weeks of summer professional development and as needed during the school year.

to reach mastery on learning content standards. At the end of each year, we administer these same assessments in order to measure individual and cohort longitudinal progress and the efficacy of the curriculum and instruction, designing refinements and changes where needed.

Curriculum-aligned, standards-based interim assessments are developed by school leadership and staff, and are administered to scholars every trimester. Teachers use these periodic assessments to measure how well scholars are mastering the standards. Teachers meet with their coach after each assessment to discuss the results and to create an action plan when re-teaching is necessary. Scholar performance data drives whole class instruction, small group work, and one-on-one tutoring. Interim assessments allow teachers to effectively assess scholars' skill needs and target instruction and support to address specific deficiencies. By continuously using data to drive instruction, the academic needs of every scholar are met. A thoughtful, sequential series of frequent assessments (see Elements 2/3 for details on assessments) continuously informs leadership and staff as to the efficacy of the instructional program and scholar supports, and guides all decisions in a time-effective and proactive manner for every scholar.

## **5. WE ARE A MISSION-DRIVEN SCHOOL COMMUNITY.**

We 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 engage all community stakeholders in the development of school's core values— curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. The Board of Directors brings expertise, time, and commitment to excellence in governing the school and achievement of its mission. School leaders are primarily responsible for implementing the school's mission. School leaders support 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 scholars. Teachers are hired because of their unwavering belief that scholars 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. Beyond school leaders and staff, we also ensure that the following stakeholders are continuously engaged in realizing our school mission:

### ***Parents/Families***

Parent are continuously encouraged to be engaged in their child's education through family orientations, home visits, parent workshops, and frequent communications between school and home. After the school lottery, families attend an orientation meeting in which school leaders explain the school mission, philosophy, code of conduct and family responsibilities. Before the first day of school, EQ3 leadership and staff ensure that families are knowledgeable about the school and understand their commitment to their child's education by having families acknowledge and sign a contract.

Families are invited to attend four Family Workshops a year provided and facilitated by the Dean of Support along with teachers. The workshops are held at times conducive to various family schedules. Workshop topics in the primary years include how to help your child read, do math, increase language development, and complete homework. In the upper grades, workshop topics include the transition from elementary to middle school, preparation for college preparatory high schools, and college field trips and informational sessions. Families also have an opportunity to inspire the workshop topics. In helping our scholars reach a high level of rigor, we ensure we are meeting the needs of our families whether they speak a language

other than English or have limited educational backgrounds. These workshops are bilingual, optional and not required for families to attend.

Cafecitos (or coffee talks) 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 facilitates these gatherings in English and Spanish.

### ***Scholars***

With supports, scholars 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 scholars manifest the academic, behavioral and leadership goals of the school. From the first day of school, scholars set academic and personal goals. Teachers communicate with scholars on a daily, weekly, and on a trimester basis regarding their personal goals. In addition, parent-teacher-scholar conferences are held twice annually to ensure that teachers, scholars and parents are communicating about the scholar's progress and any concerns that may arise. This helps to motivate scholars and encourages them to take ownership over their own learning and progress as they both set their own goals and then engage in meaningful discussions about their progress.

We plan to follow our scholars after matriculation by developing an alumni network, exemplifying our college-driven focus. Over time, alumni will be given opportunities to return to Equitas schools to tutor scholars, participate in high school and college chats and mentor members of the current scholar body.

### ***Community***

Building strong ties with the local community also is critical. Equitas has partnered with individuals and organizations in the Pico-Union and Los Angeles community through outreach efforts to business, policy makers, community leaders, and key stakeholders that are dedicated to helping scholars obtain academic success. Partnerships include the Rotary Club, Salvation Army, SALEF, Families In Schools, and our public libraries.

As our reputation in the community has grown, the members of our school community exhibit pride in the school, themselves and the broader Pico-Union community. This helps our scholars and their families feel a powerful sense of belonging, which in turn helps to motivate them to work hard and succeed.

### **THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)**

Equitas Academy 3 will pursue the following school-wide and scholar group outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Scholar performance and achievement of school-wide, scholar group and individual scholar progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the CCSS) and reflect proficiency measures required by the new CAASPP, as well as state priorities detailed in California Education Code § 52060(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 Section 47605(b)(5)(A)(ii), 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, EQ3 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 EQ3 anticipates at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
All scholars will receive quality instruction in State adopted learning standards from skilled and dedicated teachers.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<p>Priority 1 (Basic Services)</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>Equitas will hire, supervise, evaluate and retain qualified teaching staff.</p> <p>Equitas will ensure verification of proper credentials and DoJ clearance prior to start of employment.</p> <p>Equitas will actively recruit qualified teachers reflecting scholar ethnic demographics</p> <p>100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math &amp; NGSS</p> <p>Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</p> <p>Equitas will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.</p> <p>Equitas will review alignment of instructional materials to standards.</p> <p>Equitas will maintain an annual inventory of instructional materials and respective purchase of materials.</p> <p>Equitas 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>Equitas facilities will be maintained and cleaned by custodial staff</p> <p>Equitas will do annual and monthly facility inspections to screen for safety hazards.</p> <p>Equitas will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff</p> <p>Priority 2 (Implementation of State Standards)</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.  
 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS.  
 Equitas will provide CCSS-aligned ELA and math instruction using integrated ELD instructional strategies to all scholars, including ELs.  
 Equitas will provide PD to teachers examining CAASPP/CAA, NWEA MAPs, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)  
 Equitas will ensure all academic areas will be available to all scholars, inclusive of all subgroups, and all grades.  
 Equitas will provide 1:1 technology (Chromebook/iPads) to ensure access to web resources and curriculum tools.

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 Equitas appropriately assigned and with appropriately credentialed personnel.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	N/A	100%	100%	100%	100%	100%
Hispanic		100%	100%	100%	100%	100%
English Learners		100%	100%	100%	100%	100%
Economically Disadvantaged		100%	100%	100%	100%	100%
SWD		100%	100%	100%	100%	100%

Priority 1 Outcome 2: All Equitas scholars (including all statistically significant subgroups) will have access to standards-aligned materials and technology.  
 Metric/Method for Measuring: % of Equitas scholars who will have sufficient access to standards-aligned instructional materials.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	N/A	100%	100%	100%	100%	100%
Hispanic		100%	100%	100%	100%	100%
English Learners		100%	100%	100%	100%	100%
Economically Disadvantaged		100%	100%	100%	100%	100%
SWD		100%	100%	100%	100%	100%

Priority 1 Outcome 3: Equitas facilities will be maintained and cleaned through a contract with the 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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	N/A	> 90%	> 90%	> 90%	> 90%	> 90%
Hispanic		> 90%	> 90%	> 90%	> 90%	> 90%



English Learners		> 90%	> 90%	> 90%	> 90%	> 90%
Economically Disadvantaged		> 90%	> 90%	> 90%	> 90%	> 90%
SWD		> 90%	> 90%	> 90%	> 90%	> 90%
Priority 2 Outcome 1: Equitas 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	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	N/A	100%	100%	100%	100%	100%
Hispanic		100%	100%	100%	100%	100%
English Learners		100%	100%	100%	100%	100%
Economically Disadvantaged		100%	100%	100%	100%	100%
SWD		100%	100%	100%	100%	100%
Priority 7 Outcome 1: All Equitas scholars, including all significant subgroups, will have access to a broad course of study (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition. Instruction and curriculum will promote collaboration, creativity, communication and critical thinking through the use of project-based learning units. Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition.						
Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	N/A	100%	100%	100%	100%	100%
Hispanic		100%	100%	100%	100%	100%
English Learners		100%	100%	100%	100%	100%
Economically Disadvantaged		100%	100%	100%	100%	100%
SWD		100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
Every Equitas scholar will receive engaging, supported and differentiated standards-aligned instruction with intensive supports.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
	Specific Annual Actions to Achieve Goal

#### Priority 4 (Pupil Achievement)

Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new state dashboard (or whatever comparable metrics are developed to replace API/AYP)

Equitas will provide highly qualified instructional personnel and Resource Specialists to implement high-quality instruction with continuous monitoring by the School Director and central office personnel.

Equitas will provide comprehensive professional development to support scholar achievement.

Equitas will hold Data Meetings bi-weekly to analyze CAASPP/CAA, NWEA MAPs, and other state and internal assessment scores at to review progress towards annual targets.

Priority 4 Outcome 2 – Share of English learners that become English proficient

See above; plus: Equitas will implement its own LAUSD-approved English Learner Master Plan.

Equitas will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs

Equitas will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor scholar progress in program implementation.

Equitas will provide professional development related to EL support, including ELPAC training and re-designation criteria.

Equitas will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

Priority 4 Outcome 3- English learner reclassification rate

Same as Priority 4 Outcome 2 above, plus:

Equitas budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.

Equitas will add additional supports for our EL scholars through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL scholar instructional needs

#### Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 – Equitas will offer all scholars, including all subgroups, a rigorous, high-quality curriculum that includes opportunities for hands-on and engaging learning

Equitas will provide professional development to teachers on integrating projects and hands-on learning and differentiating instruction based on data

#### Expected Annual Measurable Outcomes

Priority 4 Outcome 1: Equitas scholars, including all significant subgroups, will meet or exceed targets for growth set by the State on the CAASPP (and the CAA for scholars 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 scholar subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	TBD with	School-wi	School-wi	School-wi	School-wi	School-wi
Hispanic	2019	de and all	de and all	de and all	de and all	de and all
English Learners	CAASPP	significant	significant	significant	significant	significant
Economically Disadvantaged	Data	subgroup	subgroup	subgroup	subgroup	subgroup

SWD		s will meet or exceed targets for growth on the CAASPP in ELA and Math.	s will meet or exceed targets for growth on the CAASPP in ELA and Math.	s will meet or exceed targets for growth on the CAASPP in ELA and Math.	s will meet or exceed targets for growth on the CAASPP in ELA and Math.	s will meet or exceed targets for growth on the CAASPP in ELA and Math.
Priority 4 Outcome 2: EL scholars will advance at least one level on the ELPAC each year. Metric/Method for Measuring: EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments						
Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	Establish benchmark (2018-19) with ELPAC test implementation	Percentage of scholars who achieve one level of growth on the ELPAC each year will meet or exceed District rate.	Percentage of scholars who achieve one level of growth on the ELPAC each year will meet or exceed District rate.	Percentage of scholars who achieve one level of growth on the ELPAC each year will meet or exceed District rate.	Percentage of scholars who achieve one level of growth on the ELPAC each year will meet or exceed District rate.	Percentage of scholars who achieve one level of growth on the ELPAC each year will meet or exceed District rate.
Priority 4 Outcome 4: Equitas will ensure EL reclassification rate will meet or exceed the District's reclassification rate. Metric/Method for Measuring: EL reclassification rates						
Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	TBD with 2018-19 reclassification rate	Percentage of scholars reclassified each year will meet or exceed District rate.	Percentage of scholars reclassified each year will meet or exceed District rate.	Percentage of scholars reclassified each year will meet or exceed District rate.	Percentage of scholars reclassified each year will meet or exceed District rate.	Percentage of scholars reclassified each year will meet or exceed District rate.

Priority 8 Outcome 1: All Equitas scholars will participate in a rigorous, high-quality curriculum in ELA, Math, Science, Social Studies the arts, technology and P.E. that is differentiated based on data to meet individual scholars' needs

Metric/Method for Measuring: % of access to full spectrum of curriculum; teacher PD logs; materials inventory lists and receipts; teacher lesson plans; classroom observations

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	N/A	100%	100%	100%	100%	100%
Hispanic		100%	100%	100%	100%	100%
English Learners		100%	100%	100%	100%	100%
Economically Disadvantaged		100%	100%	100%	100%	100%
SWD		100%	100%	100%	100%	100%

## LCFF STATE PRIORITIES

### GOAL # 3

Equitas will actively promote and encourage parent engagement in school life through education/workshops, communication and collaboration as a means to ensure scholar success. Parents, staff members, and scholars will be satisfied with the support, the quality, and the characteristics of the school.

#### Related State Priorities:

- ☐ 1      ☐ 4      ☐ 7  
☐ 2      ☒ 5      ☐ 8  
☒ 3      ☒ 6

#### Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

#### Priority 3 (Parental Involvement)

Priority 3 Outcome 1 –Efforts to seek parent input in decision making.

Equitas will engage parents in a series of relevant and interesting workshops related to their child's success along with monthly Cafecitos events

Equitas will maintain school website and utilize the Parentsquare online platform to facilitate two-way home/school communication.

Equitas will communicate with parents via weekly and monthly updates via email and text; teachers send weekly messages to parents via parentsquare.

Equitas will conduct annual parent surveys to seek parent feedback on the success of our program and areas for improvement.

The Equitas Charter School Site Council will facilitate parent engagement and volunteerism in school life.

#### Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

Equitas parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day

Equitas's School Operations Manager will help improve attendance and decrease habitual truants through home calls, meetings with scholars and families, home visits, and positive reinforcement incentives.

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

Equitas will provide training and support for restorative justice practices and positive discipline

Equitas will establish consistent classroom management procedures, foster positive relationships, and implement a School wide focus on character and positive behavior via teacher PD

Priority 6 Outcome 2 – pupil expulsion rates

Equitas will provide training and support for restorative justice practices and positive discipline

Equitas will establish consistent classroom management procedures, foster positive relationships, and implement a School wide focus on character and positive behavior via teacher PD

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

As noted above, Equitas will continue to implement annual surveys to assess stakeholder satisfaction

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: Equitas will maintain and increase the number of parents who attend at least four events each year (specific goal to be set annually in LCAP) and continue to maintain strong attendance at parent-teacher conferences.

Metric/Method for Measuring: # of parents attending 4+ events annually

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students Hispanic English Learners Economically Disadvantaged SWD	TBD based on 2018-19 Data	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference

		attendance (≥90%)	attendance (≥90%)	attendance (≥90%)	attendance (≥90%)	attendance (≥90%)
Priority 3 Outcome 2: Equitas School Site Council will continue to meet monthly during the school year to advise the School Director on school policies and issues. Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.						
Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	N/A	100%	100%	100%	100%	100%
Hispanic		100%	100%	100%	100%	100%
English Learners		100%	100%	100%	100%	100%
Economically Disadvantaged		100%	100%	100%	100%	100%
SWD		100%	100%	100%	100%	100%
Priority 5 Outcome 1: Equitas will continue to maintain a high attendance rate and low rate of scholars who are chronically absent Metric/Method for Measuring: Attendance and chronic absenteeism rates						
Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	TBD based on 2018-19 ADA and chronic absenteeism	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)	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						
English Learners						
Economically Disadvantaged						
SWD						
Priority 6 Outcome 1: Equitas will maintain a low suspension rate that is < 1%. Metric/Method for Measuring: % of scholar suspensions						
Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	TBD with	< 1%	< 1%	< 1%	< 1%	< 1%

Hispanic	2018-18	< 1%	< 1%	< 1%	< 1%	< 1%
English Learners		< 1%	< 1%	< 1%	< 1%	< 1%
Economically Disadvantaged		< 1%	< 1%	< 1%	< 1%	< 1%
SWD		< 1%	< 1%	< 1%	< 1%	< 1%
Priority 6 Outcome 2 Equitas will maintain a low expulsion rate that is < 0.5%. Metric/Method for Measuring: % of scholar expulsions						
Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Hispanic		< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
English Learners		< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Economically Disadvantaged		< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
SWD		< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Priority 6 Outcome 3: Equitas will have high parent and staff participation rates in the school experience survey and high approval rating on school experience surveys of scholars, parents, and staff. Metric/Method for Measuring: % of participation in school climate survey and survey results						
Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	TBD based on 2018-19 responses	Maintain high stakeholder approval ratings on annual surveys (>90%)	Maintain high stakeholder approval ratings on annual surveys (>90%)	Maintain high stakeholder approval ratings on annual surveys (>90%)	Maintain high stakeholder approval ratings on annual surveys (>90%)	Maintain high stakeholder approval ratings on annual surveys (>90%)
Hispanic						
English Learners						
Economically Disadvantaged						
SWD						

## **INSTRUCTIONAL DESIGN**

### **CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH**

EQ3's mission and vision are realized by providing a safe and structured environment in our schools where we were able to support scholars to meet academic standards articulated through California content standards (including the new Common Core) proficiency, develop strong character values, and academic stamina in order to meet scholars' own personal goals.

We further detail the academic program and the teaching methodologies that inform the development of

our educational program, which include:

- Extended Learning Time
- Uniform Instructional System
- Teaching for Mastery
- Strategies and Supports for Scholar Mastery of Instructional Materials
- Intensive Focus on Literacy and Mathematics
- A Rigorous Standards-Based Curriculum: Core content areas of language arts, mathematics, social studies, and science
- Life Skills/Ethics Curriculum

**Extended Learning Time**

A critical component of the Equitas model is to provide teachers more time to teach and support scholars, and to provide more time for scholars to learn and advance. Increased effective instructional time allows scholars more time to learn and more time used in a constructive manner will result in stronger scholar performance. Equitas scholars attend school from 7:30 am until 3:30 pm. After-school tutoring and homework assistance is provided for scholars who do not adequately complete daily assignments and voluntary for scholars who would like a quiet space to complete their work or need tutoring support after-school. The extended school day is designed to provide more time for learning in addition to opportunities for school day tutoring (provided by teachers), enrichment (provided by enrichment teachers), and other support supports.

The school day schedule allows for more time in school and a substantial amount of time over the California minutes of instruction:

Equitas Academy 3 Yearly Instructional Minutes	75,525
State Required Instructional Minutes	50,400
Increased Minutes Over State Requirement	25125

We provide more instructional time than required by California Department of Education. Within our extended day and extended year program, Equitas provides daily supports to ensure the additional learning time is handled in developmentally appropriate ways. In order to keep scholars focused, teachers will ensure the pacing of lessons is interactive and engaging. The use of chants, kinesthetic movements, and positive reinforcements will encourage scholar engagement.

**Uniform Instructional System**

To maximize learning, all teachers in all grades follow a Uniform Instructional System (UIS). Working within a model that provides for direct instruction, guided practice, and scholar mastery, teachers use an instructional approach often referred to as “I do,” “We do,” “You do.” Teachers begin by making a connection to the scholar’s prior learning and directing the teaching to the lesson’s objective (“I do”). Scholars then move to practicing content with the teacher’s guidance (“We do”). After the teacher feels confident in the scholars’ understanding as a group, the lesson moves into individual scholar practice (“You



do”).

Teachers also implement the use of a Unified Blackboard System (UBS)<sup>29</sup> with elements that include: 1) Do Now, or lesson starter, 2) Aim or learning standard written as a measurable objective, 3) Agenda or steps for the lesson, 4) and Homework. Each teacher will begin instruction with a Do Now, a five-minute quiet activity to get scholars engaged in the lesson. On the board, the teacher will write the Aim or learning standard and agenda for the day. The homework assignment will also be posted so scholars know and are able to write down their daily homework assignment.

Scholars receive a weekly syllabus to inform parents about the daily agenda, homework, and learning objectives.

### **Teaching for Mastery**

Assessment is essential for measuring scholars’ academic needs and ensuring that all scholars are mastering the learning standards. At the beginning of every school year, incoming scholars are assessed with standardized assessment tools such as NWEA MAPs, giving teachers’ assistance in the process of designing curriculum, lessons, and pacing, as these formative, benchmark assessments provide a clear understanding of current scholar mastery. These assessments also enable us to identify scholars who may need extra help to reach mastery on learning CCSS. At the mid-point and end of each year, we will administer these same assessments in order to measure individual and cohort longitudinal progress and the efficacy of the curriculum and instruction, designing refinements and changes where needed.

Standards-based interim assessments for each grade are provided by Achievement First’s open source curriculum. Assessments are consistent across grade-level and campus. Assessments are administered to scholars every trimester. The interim assessments are standards aligned; Equitas run a regression analysis of scholar performance on the SBAC and interims to ensure performance alignment. Teachers use these periodic assessments to measure how well scholars are mastering the standards. Teachers meet individually with their coach and as a grade-level group to discuss the results and to create an action plan when re-teaching is necessary. Scholar performance data drives whole class instruction, small group work, and one-on-one tutoring. Interim assessments allow teachers to effectively assess scholars’ skill needs and target instruction and support to address specific deficiencies. By continuously using data to drive instruction, the academic needs of every scholar are met. Parents are partners in ensuring scholars are meeting the rigorous mastery standards, therefore, communication is vital. Equitas Academy 3 provides multiple formats and structures to ensure parents are informed of the results of these assessments, such as weekly progress reports, and thus parents are knowledgeable and able to be proactive in helping their children meet learning standards.

### **Strategies and Supports for Scholar Mastery of Instructional Material**

Scholars learn at varying rates. Schools that expect all scholars to meet high standards must be prepared to support scholars until they reach mastery, regardless of the pace or style by which they learn. We offer:

- Clear, engaging, high-quality lessons in the classroom
- Increased learning time relative to other district schools

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<sup>29</sup> UBSB is a successfully instructional practice used by high performing charter schools such as Excel Academy, Boston, Roxbury Preparatory, and Edward Brooke in Boston, MA, and described by Dr. Lorraine Monroe in her book, *Nothing’s Impossible: Leadership Lessons from the Inside and Outside the Classroom*. 1997. Random House, NY. Teachers will learn how to implement USB system during the three weeks of summer professional development for returning staff and four weeks for new staff and as needed during the school year.

- Pull-out and push-in instruction by teachers certified with a special education credential and related services such as counseling, speech, and occupational and physical therapy for scholars who require it
- Teachers tutor scholars who require additional individual and small-group attention occurs during the school day Intentional English Learner curriculum and supports for English Language Development.

All of these strategies and supports ensure that all scholars (high achieving scholars, scholars with disabilities, English Language Learners, and/or scholars not maintaining academic standards) meet and/or exceed the high standards that we set at EQ3.

## **CURRICULUM AND INSTRUCTION**

Equitas selects and implements curriculum that addresses all grade-level appropriate California Common Core State Standards.

### **ENGLISH LANGUAGE ARTS**

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. One of the greatest barriers that hinder scholars' academic success is a weak foundation in literacy. Studies confirm that success or failure in building a foundation of fundamental literacy in the primary grades is a compelling gauge of future academic success. According to the National Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3<sup>rd</sup> grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."<sup>30</sup>

The language arts program at EQ3 is designed to develop critical, compelling, and thoughtful readers, writers, speakers, and listeners. This is accomplished through instruction driven by the three shifts of the Common Core ELA standards: (1) regular practice with complex texts and their academic language, (2) grounding reading, writing, and speaking in evidence using literary and informational texts, and (3) building knowledge through content-rich nonfiction. Equitas believes that literacy is vital in creating an equitable world, and therefore in addition to the core ELA classes (Guided Reading, Close Reading, Read Aloud, Think Read Discuss, Writing, and Reading Mastery), scholars hone their literacy skills in all contents throughout the day. Teachers are supported in this challenging work through targeted feedback and coaching, collaborative facilitated intellectual preparation meetings, and provided daily lesson materials from an aligned curriculum.

In particular, we introduce in TK/Kindergarten the basics of reading, exposing scholars to a range of literature (stories, drama, and poetry) and informational texts (historical, scientific, and technical texts, and literary nonfiction). Scholars learn to ask and answer questions about key details in a text with prompting and support. They also learn to retell familiar stories, demonstrating their ability to identify characters, settings, and major events. They begin to understand the mechanics of reading as well, learning to follow words from left to right and recognize uppercase and lowercase letters along with the corresponding

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<sup>30</sup> *Preventing Reading Difficulties in Young Children*, National Research Council, Snow, Burns, and Griffin, 1998.

sounds. In terms of writing, kindergarten scholars combine drawing, dictating, and writing to express ideas and narrate events. They begin to show a command of the English language regarding grammar and usage when writing and speaking. They hone their speaking skills by participating in collaborative discussions with different partners about the texts or key topics covered in class.

Each subsequent grade builds upon the reading, writing, speaking, listening and language skills introduced in kindergarten. The instruction at each grade level includes increasingly complex reading materials and as the scholars develop stronger skills, they assume more independence in their work assignments. Scholars will be able to apply grade-level phonics and word analysis in decoding words. By 4<sup>th</sup> grade, the scholars will have developed their critical thinking skills to the point that they will be able to compare and contrast using quotes and evidence from a text.

To achieve mastery of the Common Core literacy standards, we employ a research-proven,<sup>31</sup> balanced-literacy program as outlined by the federal government: (phonemic awareness and phonics, fluency, vocabulary, comprehension and writing), that includes a significant focus on phonics.<sup>32</sup> Scholars in kindergarten through third grade receive intensive phonics and phonemic awareness instruction using SRA Reading Mastery to ensure they have a solid foundation in fundamental reading skills. If there still is a need for extensive phonics instruction in reading and writing after the third grade, scholars receive one-on-one or small group tutoring with a teacher to improve their skills. A foundation of strong literacy skills developed in the primary years through the instruction of a balanced literacy program allows literacy instruction in the upper grades to focus powerfully on deep comprehension of a variety of fiction and non-fiction texts. We recognize that reading proficiency is essential to the mastery of all other academic subjects; therefore, scholars must graduate from EQ3 reading at or above grade level in order to be successful in college.

The literacy program at EQ3 includes the following components:

<b>Literacy Program Components</b>	
Think, Read, Discuss (K-1)/ Read Aloud (2-4)	World awareness through texts, evidence-based discussions, fluency, vocabulary, reading comprehension
Guided Reading & English Language Development	Reading comprehension, modeling reading instruction, and developing vocabulary
Phonics	Reinforce phonemic awareness, phonics, vocabulary, and decoding skill mastery
Writing Program	Language mechanics, organization, genre study, grammar
Close Reading	Analysis of author's craft, articulation of the central idea, oral and written language

Team teaching in literacy is utilized to lower the scholar/teacher instruction ratio and provide for shared teaching experience. Because teachers share instruction for all scholars, teachers are able to plan together and collaborate on how to meet the needs of individual scholars. Teaching is made public as all teachers

<sup>31</sup> High achieving charter schools that utilize these curriculums include Achievement First, Elm City College Preparatory, Crown Heights Charter School, Amistad Elementary, and North Star Elementary).

<sup>32</sup> Reading Mastery, a reading instruction programs published by The McGraw-Hill Company, SRA designed to produce fluent, independent, and highly skilled readers. Curriculum is utilized by thousands of schools. More information can be found at <https://www.sraonline.com>.

work together to meet the needs of every scholar. All grade level teachers plan together and deliver the same lesson plans. We divide the scholars into smaller groups based on flexible-ability reading groups, which rotate among the teachers. This enables our teachers to focus their efforts on a specific skill set or strategy with small groups and enables scholars to receive targeted instruction based on their needs. This is particularly critical as we help our significant English Learner population become English-proficient.

**Phonemic Awareness and Phonics:** The balanced literacy approach begins by teaching phonemic awareness and sound-letter correspondence and progresses to word and passage reading, vocabulary development, comprehension, and building oral reading fluency. After building a foundation, later lessons emphasize accurate and fluent decoding while teaching scholars the skills necessary to comprehend and learn from expository text. Lessons are fast-paced and interactive. Scholar instruction is differentiated as scholars are grouped by similar reading level, based on placement tests.

In upper elementary grades, literacy instruction makes the transition from emphasizing phonics and phonemic awareness to intermediate grammar and novel reading. Scholars begin dissecting sentences and classifying various parts of speech, and diagramming complex sentences, and reading various prose and poetry (novels, plays, sonnets, poetry, speeches) with instructional supports.

**Read Alouds:** As detailed in the seminal report, *Becoming a Nation of Readers*, written by a nationally recognized group of experts on the study of how children develop and learn language, “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”<sup>33</sup> This is true not just of the earliest grades, but throughout all levels of our school: “The commission found conclusive evidence to support reading aloud not only in the home but also in the classroom: It is a practice that should continue throughout the grades.” (p. 51.)

Based on this research, Equitas builds Read Alouds (referred to as Think, Read, Discuss in K-1) into the literacy block explicitly to develop our scholars’ ability to distill the meaning of any longer, grade-level or beyond text and to analyze the choices the author makes to convey the central idea within text. Read alouds also develop the ability to hear, engage with, and mirror the thinking process of an adult reader. In addition, we infuse Read Alouds within curricula areas like Science, Social Studies, and Character Education, and scholars are encouraged to read aloud and be read to daily by parents/teachers to increase their decoding ability and fluency rate.

**Vocabulary:** Embedded in Reading Mastery are strong vocabulary strands. EQ3 teachers build the vocabulary skills of our scholars through a strong compliment of independent reading and structured instruction. Bill Honig,<sup>34</sup> a respected early reading expert cites compelling research on the subject:

- Scholars who score in the top five percent on reading tests read 144 times more than scholars who score in the bottom five percent.
- By the fifth grade, if scholars want to make grade level progress, they should be reading more than 1.1 million words a year of outside-of-school reading (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words of school text.

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<sup>33</sup> Richard C. Anderson, Elfrieda H. Hiebert, Judith A. Scott, Ian A.G. Wilkinson. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Champaign-Urbana, IL: Center for the Study of Reading.

<sup>34</sup> Honig, Bill. (1995) *Teaching Our Children To Read; The Role of Skills in a Comprehension Reading Program*. Thousand Oaks, CA: Corwin Press.

Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000.

- Although teaching vocabulary strategies (e.g. word families, scaffolding, etc.) helps retention rates, the vast majority of new words can be learned only through reading. To reach these levels, scholars need to read the recommended 25 to 35 books a year after the first grade.

**Independent Reading Time (IRT):** Each day, scholars have an independent reading time (IRT). This time expands upon the more typically used “Silent Sustained Reading” (SSR) or “Drop Everything and Read” (DEAR) programs. The job of the teacher during IRT is to get all of his or her scholars to be avid, active readers by finding appropriate books, inspiring scholars to read, and monitoring their independent reading. During this time, teachers utilize standards-based lesson planning to implement mini-lessons to strengthen scholar learning. In addition, we utilize a leveled library system to ensure scholars are reading books at their appropriate reading levels. A leveled library is a system for coding books by reading level, e.g., levels A, B, or C is a kindergarten reading book. The leveling system is based on text analysis and language characteristics. Using this system, teachers assess scholars’ reading ability and help scholars choose appropriate books at “their just right reading level.”<sup>35</sup> Teachers model comprehension strategies at the start of IRT in a mini-lesson and scholars utilize these strategies during their independent reading time. For example, the teacher may ask the scholars to further their understanding of their IRT book by making a text to text connection to the class Read Aloud book earlier that day. At the end of IRT, scholars volunteer the connection made during their reading. Teachers also actively coach scholars to ensure scholars are utilizing comprehension strategies, choosing appropriate books, and constructing meaning during their independent learning time.

**Close Reading:** At Equitas, we believe that “one of the end goals of teaching is to instill in students the ability to wrestle with the most demanding texts, interpret them independently, and understand how and why they mean what they do. Close Reading does this, and that makes it critically important.”<sup>36</sup> We teach scholars to distill the meaning of any short text and to articulate the central idea in both oral and written language. Our scholars learn to analyze the choices each author makes to convey the central idea and to articulate this connection to the central idea of text in oral and written language. As scholars progress through the elementary grades they read books with increasingly higher-level vocabulary and complex novel plots. In upper elementary grades, scholars read classical texts from a wide-range of authors in fiction, non-fiction, and poetry. Scholars also develop their literacy skills through the reading and analysis. In addition to building comprehension through literature, scholars learn to deeply analyze text. Using shorter pieces of primarily poetry and non-fiction, scholars learn to identify question types and go back to the text to find the answers to those questions. Scholars are asked to prove their answers, and rich discussions about question types and text proofs build the analysis skills of scholars. Scholars present both written and oral presentations to demonstrate comprehension.

**Writing:** We offer a rigorous writing curriculum that is designed to have scholars learn to express themselves through writing in a variety of genres and to produce writing with excellent organization, elaboration, and flow. The curriculum has a heavy focus on sentence structure, basic grammar, and paragraph formation. Scholars complete daily oral language activities that support the development of grammar skills. Teachers use a variety of grammar materials in daily mini-lessons. Scholars also learn step-by-step how to develop excellent sentence structures, paragraphs, and essays. Extensive prewriting,

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<sup>35</sup> Fountas, I and Pinnell. G.(2005). *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. Heinemann.

<sup>36</sup> Doug Lemov, Colleen Driggs, Erica Woolway. (2016). *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. Jossey-Bass

drafting, revising, and editing take place on all pieces of writing. EQ3 scholars are able to produce top-quality narratives, expository and persuasive essays, research papers, and literary analysis essays. A strong foundation in phonics ensures scholars are fluent readers able to analyze text using explicit comprehension strategies. Our Common Core-aligned writing program prepares scholars to think critically and communicate clearly with regards to their ideas, both a fundamental skill for life and success in higher education.

***Literacy Across the Curriculum:*** As envisioned by the Common Core standards, EQ3 has, from the beginning, included a focus on literacy in all subjects for all grades. Classes in social studies and science are able to serve both as an opportunity to develop scholars' core reading skills to a greater degree, as well as to increase their content knowledge in these subjects. For example, 2<sup>nd</sup> grade scholars may be reading the book *From Seed to Plant* (Gibbons, 1991) in literacy classes to reinforce the 2<sup>nd</sup>-grade science standards on ecosystems and plants. Journal entries may be used in science lessons to document scholars' observations, aligned to grade level writing standards. Historical fiction is used in literacy to reinforce social science lessons. Character education in the younger grades and ethics courses in the upper grades all utilize literature-based lessons. Increasing reading fluency across subject areas allows scholars to access content in all of their classes to a greater degree.

***English Language Development for English Learners:*** 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. In addition to integrated ELD throughout core learning, during Guided Reading, scholars work in small groups based on their literacy levels; this time is used for designated ELD instruction for all English Learners, grouped by ability/proficiency level, e.g., ELD levels 1 and 2 are in the same group, Level 3 and 4 scholars are in the same group, and English proficient scholars (EOs) are grouped together. This targeted ELD instruction for 65-70 minutes each day enables targeted English Language instruction in the context of grade-level literacy development. See the section below on English Learners for extensive details about our ELD program.

## **MATHEMATICS**

Similar to our ELA program, our math program is entirely aligned with the Common Core State Standards, and is designed to address the three key components of the common core standards for mathematics: conceptual understanding, application, and fluency. The math program involves four key scheduled blocks to address these components: math lessons, math stories, math fluency, and math intervention, each described in more detail below.

***Math Lessons:*** Math lessons focus on building conceptual understanding with some application and fluency work woven in as well. In Kindergarten and 1st grade, scholars engage in game-based lessons to explore and practice a key mathematical idea. In 2nd through 4th grade, scholars engage in exercise-based lessons that begin with a problem of the day, which leads into a discussion that illuminates the key mathematical idea. All grades then have time to work with partners and individually to strengthen their understanding of the key idea of the lesson, which is concluded with an exit ticket in order to provide the teacher daily feedback to adjust instruction.

***Math Stories:*** Math stories focus mostly on application. Scholars are presented with a challenging word problem, discuss how they can represent the math, and then solve. The block is focused on scholars sharing their strategies with one another and owning their learning.

**Math Fluency:** Math fluency comes in the form of math meeting in kindergarten and first grade and math routines in 2nd through 4th grade. Math meeting is a community time focused on calendar, counting, shapes, and pattern skills that encourage fluency. Math routines provides time for scholars to practice skip counting, operation fluency, and mental math that they will apply to all other math blocks. Math fluency also lives in computer time when scholars use individualized, self-paced programs to revisit mastered skills and become more fluid with them.

**Math Intervention:** In addition to the 25-minute RTI block Monday through Thursday that teachers will use to respond to data in either ELA or math, there is time set aside each Friday for cumulative review (2nd-4th) and math intervention (Kindergarten - 1st), in which teachers respond to data from the weekly quiz that is analyzed during the data meeting each Friday. This block allows for a thoughtful revisiting of cumulative standards to ensure continued mastery, as well as reteach based on error analysis from quizzes and exit tickets. Scholars not needing reteach will use individualized, self-paced math programs to revisit skills and build fluency.

## **SOCIAL STUDIES**

Research has shown that one major reason that urban scholars score lower on reading tests is that they lack sufficient background knowledge to comprehend more complex text.<sup>37</sup> When one reads a text, he or she must know how to decode the words and how to analyze the text. To truly understand the text, however, one must also know the basic vocabulary and contextual information the author assumes his or her readers understand. For this reason – and the importance of our scholars understanding the world around them – it is essential that scholars receive a rich and rigorous education in social studies.

Our social studies curriculum follows the comprehensive and challenging California State Standards and now incorporate the Common Core as well and new History/Social Science Frameworks. Teachers expect scholars to master the key concepts and vocabulary, and they also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies classes are fast-paced and teachers work with scholars to hone their non-fiction reading skills, learn important content, and apply and retain it in written essays and oral presentations.

## **SCIENCE**

Science instruction combines scholar mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. The science program is designed to address California's Next Generation Science Standards. We agree with current thought leaders in the science community that "learning about science and engineering involves integration of the knowledge of scientific explanations (i.e., content knowledge) and the practices needed to engage scientific inquiry and engineering design."<sup>38</sup>

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<sup>37</sup> Strangman, N. and Hall, T. (2009). *Background Knowledge*. National Center on Accessing the General Curriculum. [http://aim.cast.org/sites/aim.cast.org/files/ncac\\_BKNov3.pdf](http://aim.cast.org/sites/aim.cast.org/files/ncac_BKNov3.pdf)

<sup>38</sup> (2011) *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 11). Washington, DC: The National Academies Press.

As such, our science program is an inquiry-based discipline founded on determining scientific claims through patterns in repeated evidence and data. There are four tenets of our science program that are derived from and connected to the conceptual shifts in the next generation Science Standards, which include: curiosity through inquiry, depth and coherence, rigor and STEM literacy. The 5E cycle is used to build scholar interest and curiosity at the beginning of each unit, followed by gathering and interpreting data and evidence to answer the driving questions in the unit. Through the inquiry process and engagement in the 5E cycle, scholars uncover data and evidence that allows them to construct accurate meaning and address their own misconceptions over time.

In kindergarten, scholars acquire basic knowledge about energy flow, understanding that animals need food to survive, while plants need water and light. They are introduced to weather and climate concepts, and grasp the meaning of natural resources and natural hazards. Teachers organize activities that help scholars understand humans' impact on our environment. Scholars also learn about motion and stability, connecting the push-pull dynamic. Many of the science standards covered in kindergarten simultaneously help them to comprehend "cause" and "effect."

For each subsequent grade, our teachers employ scaffolding techniques to build scholars' science knowledge and to foster their sense of curiosity about the physical world they live in and the energy forces they observe. At culmination of our program, scholars' understanding about energy flow, a topic first introduced in kindergarten, deepens to the point that they realize that energy from food was once energy from the sun, which was captured through photosynthesis by plants. They appreciate the interdependence of ecosystems. Scholars comprehend gravity and the effect of the sun on earth given its proximity compared to other stars. Scholars learn that matter can be subdivided into particles and understand that chemical reactions can occur when different substances combine. As a highly valuable long-term skill, they learn the principles of engineering design and are able to identify problems and strategies to test for solutions.

Science assessments, for example, include sections that focus on the key terms and ideas of a unit as well as a performance task component that requires scholars to synthesize and analyze data from laboratory experiments. Teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills.

### **CHARACTER EDUCATION/ETHICS**

The Equitas curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare scholars to thrive in school, college, and the world. This curriculum guides all scholars with the life skills necessary to create self-motivated, competent, and lifelong learners. Established curriculum such as Second Step<sup>39</sup> and Morning Meetings<sup>40</sup> are used along with developmentally appropriate texts that highlight and teach our school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every scholar. We believe that ethics are important in creating civic individuals. Ethics combined with perseverance help

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<sup>39</sup> Second Step is a research-based violence prevention program that integrates academics with social and emotional learning. For more information, <http://www.cfchildren.org/programs/ssp/overview/>.

<sup>40</sup> Morning Meeting is a way to build community, increase student investment, and improve academic and social skills. Kriete, R. (2001). *The Morning Meeting Book*. Northeast Foundation for Children.



scholars to successfully confront the challenges they will face as they grow and mature and to avoid self-destructive behaviors and situations they may face as adolescents and young adults.

The development of perseverance and/or grit is particularly key to our scholars' success. Therefore, we focus on this value and drill the mantra that you must work hard. We are charged with helping scholars develop the capacity, when faced with difficult decisions and situations, to make educated decisions and not run from difficult situations but rather have learned to deal with challenges with a strategy to mitigate the challenges they face. Teacher professional development includes significant time devoted to common practices for positively dealing with academic errors on tests or mistakes made in homework, helping scholars build confidence, and fostering and modeling integrity, perseverance, dignity, pride, respect, and compassion. We create learners that feel confident about learning and have the skill sets to understand how to sit still, focus, be quiet, listen well, and organize themselves for successful learning.

Much of the emphasis in the primary years on character education is furthered with the ethics curriculum in the upper elementary grades as scholars become more self-aware and autonomous. Scholars in the upper elementary grades have an opportunity to explore multicultural literature in the pursuit of ethics, or the study of what it means to be a good person. Scholars read a collection of materials to explore the philosophy of what is right and what is wrong and engage in debates, written analysis and deeper level thinking on ethical issues.

**Morning Meetings:** Each day it is important for the Charter School's staff to convey the urgency and excitement of learning. The tone of the day is set with the first interaction. Every morning, the leadership team, along with teachers, greets scholars with a morning handshake. Once scholars pass through the school threshold, a professional, considerate and scholarly environment is maintained. Building on the morning handshake, each scholar begins their day with an emphasis on the Equitas core values. The primary teachers implement Morning Meetings as this sets the tone for a respectful learning environment. Morning Meetings motivate scholars and create an environment of trust, community, respect, and scholarship. The meeting format includes the teacher beginning with a class greeting using class chants or a group motto, group activities, and closing.<sup>41</sup> In addition, morning meetings provide opportunities for developing scholar vocabulary, oral language and team building skills. While a short period of the day, it sets the tone for the learning community and extends beyond the meeting.

**Community Circle:** Justice, fairness, and equity also are important values infused throughout the school culture and rituals. Through studying nonviolent social movements for justice, learning strategies for problem solving and conflict resolution, and our emphasis on respect for self, perseverance, and respect for others, our scholars learn to navigate challenges and conflicts in a peaceful way.

To create this school culture and infuse the ethics curriculum on a school-wide level, every Friday all scholars come together to participate in a Community Circle, where teachers and school leaders exemplify and celebrate the school's core values. Explicitly teaching values helps scholars achieve and succeed in our rigorous, college preparatory academic program, and grows scholars into young adults that embody the values that build self and community beyond the schoolhouse doors. The school leadership and teachers celebrate scholar progress, prepare lessons to illustrate the core values and bring a global perspective of justice, equity and fairness through presentations and activities.

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<sup>41</sup> Class meeting structure informed by Kriete, R. (2002). *The Morning Meeting Book*. Northeast Foundation for Children. MA.

**Structured Break Time:** In addition to the morning and weekly rituals to build community, each break time for the primary scholars is organized to allow scholars authentic experiences for practicing the school's core values. Teachers role-play and lead lessons on teamwork, cooperation, and compassion during morning meeting and throughout the character education lessons. Break times are a period when teachers monitor and support the scholars' development in these areas. It is a time when teachers scaffold supports for scholars and help build language and confidence in working together.

### **MISSION-DRIVEN ENRICHMENT PROGRAM**

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 develop scholars' talents and interests in an enrichment curriculum that is an integral part of our daily educational program. Scholars attend enrichment classes that may include such courses as movement, yoga, foreign language, technology, drama, art, public speaking, music, or dance with a rotating curriculum each trimester. Each year the enrichment program offered varies so scholars rotate access to the enrichment courses. The enrichment curriculum is implemented by teachers devoted to enrichment as well as part-time instructors (if necessary) to implement the program; content-area credentialing is not a requirement of these non-core subject areas:

**Physical Education:** EQ3's physical education curriculum reflects California State Standards and teaches scholars about a fit and healthy lifestyle. American children are becoming more and more obese and fitness levels are decreasing.<sup>42</sup> All children at EQ3 have physical education classes each day with planned instruction to develop motor skills, and an understanding of common sports like baseball, basketball, soccer, and volleyball. The curriculum prepares scholars for the California FitnessGram Physical Education test, and also teaches scholars how to play different sports and games as well as reinforce messages about nutrition, teamwork, and fair play. The curriculum will be taught either by Instructional Aides or contracted service providers.

**Music:** This course serves to educate scholars about the spectacular world of music! Scholars focus on basic processing, analyzing music, cultural dimension of music, tempo and rhythm, memorization of songs, learning how to perform, and showcasing their work.

**Creative Writing:** Creative writing gives scholars the opportunity to express their feelings, develop their own ideas and beliefs, and discover what they know or think about a topic. Through this course scholars develop and appreciation for and love of writing.

**Yoga:** In yoga scholars learn the important skill of focusing and centering themselves with various breathing and visualization techniques. They also learn self-respect, build self-awareness skills, and connect to school values through their yoga practice.

**Visual Arts:** Scholars begin the school year learning art methods, how to use different materials, and the many artistic techniques. They get exposed to the elements, principles of designs, and learn to express themselves and take risks in creating art. As the year progresses, scholars focus on how

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<sup>42</sup>Health Benefit: National Wildlife Federation. <http://www.nwf.org/Be-Out-There/Why-Be-Out-There/Health-Benefits.aspx>

art has the power to build a positive social climate, scholars begin to use art as a form of social-justice, and learn about cultures around the world through art.

**Technology:** Scholars in the 21<sup>st</sup> century need to be technologically literate; that is, they need to know how to use the computer in the ways that professionals use it daily. All scholars receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, and email by both classroom teachers and enrichment teachers. In the lower grades, scholars use computer-based learning programs to master foundational literacy skills. Primary scholars use the computer for literacy programs, research and fact-finding to complete assigned projects and homework. We provide one computer for every scholar, utilizing computer carts with Chromebooks. With the switch to Smarter Balanced computer assessments, our focus on technology has been important to the success of our scholars. Scholars access technology on a daily basis. Technology instruction is integrated into the core curriculum and used for testing. With the roll out of Common Core and Smarter Balanced testing over the last charter term, we have invested substantially in technology, training and infrastructure.

**Public Speaking:** In this course scholars will learn to speak confidently in front of a group and share their ideas in public. Public speaking provides exposure to different types of speeches, practice speaking clearly and loudly, memorization techniques, as well as posture and gestures while communicating. Throughout the course scholars will write and deliver speeches, memorize speeches, and practice using a microphone.

**Readers Theater:** Readers Theater provides another opportunity outside of core content classes for scholars to practice their literacy skills and explore literature. Throughout the courses scholars will read and analyze scripts, write their own scripts, perform skits, and read with expression and fluency.

**Art History:** Art history provides an opportunity for scholars to both engage in creating art, as well as analyzing art from history and their community. In this course, scholars explore art and their identity and the identity of their peers to understand community. In doing so, they learn about artwork from a variety of diverse artists, including Chicano, Asian, and African, and investigate graffiti art and muralism. To culminate their study, scholars create a classroom mural with their community that communicates their collective identity through art.

**American Sign Language:** American Sign Language provides exposure to a different culture as well as practice with expressing ideas and emotions in a unique way. In American Sign Language class, scholars explore basic American Sign Language and dramatizing facial expressions that correspond to emotions and feelings. They also focus on integrating vocabulary and concepts to enhance meaningful communication in ASL. Scholars will learn cultural practices and perspectives of American Deaf culture.

**Dance:** Dance provides exposure to performing arts, music, and expressing emotions and stories through movement. In dance class, scholars explore the basics of a variety of dance types (including hip hop, jazz, and ballet), as well as practice performing for an audience.

## **CURRICULAR AND INSTRUCTIONAL MATERIALS**

Equitas utilizes instructional materials aligned with CA Common Core Standards. Equitas identifies, evaluates, and selects appropriate materials and makes modifications to core and additional instructional resources as needed. Current curricula for grades TK-4 includes:

**Math:** Math Lesson, Math Stories, Fluency, and Intervention: Common Core Aligned curriculum developed by Achievement First Open Source, see <https://www.achievementfirst.org/resources/>

**Science:** Common Core Aligned curriculum developed by Achievement First Open Source, see <https://www.achievementfirst.org/resources/>

**English Language Arts:** Think Read Discuss K-1, Read Aloud 2-4, Guided Reading and ELD, Phonics, Writing and Close Reading: Common Core Aligned curriculum developed by Achievement First Open Source, see <https://www.achievementfirst.org/resources/>; Reading Mastery, SRA, Fountas Pinnell Guided Reading, Scholastic

**Social Science:** Common Core Aligned curriculum developed by Achievement First Open Source, see <https://www.achievementfirst.org/resources/>

Additional Online Curriculum: Dreambox, Lexia Learning, ST Math

**ELD:** The Achievement First Curriculum includes content that supports ELD, as the curriculum guide provides step by step instructions to scaffold the lessons to meet the needs of EL students. Reading Mastery is used to provide students with decoding, fluency, and vocabulary skills needed to become independent readers.

**Visual and Performing Arts:** Teacher-created materials

**Physical Education/Health:** Teacher-created materials.

#### **INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL MODEL**

As detailed throughout this petition, our most innovative elements, based originally on successful “best practices” at schools across the country founded by Building Excellent Schools fellows and customized to meet the needs of our scholars in Pico-Union, include:

- college preparatory curriculum;
- slow growth model of growing one grade level each year based on the model of the highest achieving urban charter schools serving a similar population;
- laser focus on the core content areas of literacy, mathematics, science, social studies, and character education/ethics;
- intentional use of data to drive instructional decisions.

#### **COMPREHENSIVE COURSE LIST/TABLE**

Not applicable.

#### **INTERVENTION AND ENRICHMENT PROGRAMS**

As detailed in the section on Students with Special Needs, below, EQ provides a number of coordinated and varying interventions and supports for our scholars. Enrichment programs are detailed above and include Visual and Performing Arts, Physical Education and Health, and experiences with technology.

#### **INSTRUCTIONAL METHODS AND STRATEGIES**

The instructional methods and strategies used in the Equitas model are based on proven models in schools serving similar populations of scholars (e.g., other Building Excellent Schools fellows' charter schools across California and the nation) as well as success at our own schools. These schools share the following key characteristics:

#### **Shared Characteristics of High Performing Charter Schools**

• Firm belief that all scholars can learn and achieve at high levels.	• Frequent internal assessments with data to drive instruction.
• Clear, outcome-focused mission, understood by all, and evidenced throughout the school.	• Strong positive discipline code enforced by all.
• Leader(s) highly visible ensuring all are focused on mission.	• Clear and frequent communications with parents regarding scholar performance.
• Highly-structured learning environment and organization.	• Strong curriculum focus on skill mastery.
• Classroom practices promote continuity (and predictability) from one classroom to another.	• Extended school day and school year.

#### **HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS**

The entire content of Equitas' curriculum has the California state standards, including CCSS, Next Generation Science Standards, and English Language Development as its foundation. Units are explicitly designed to ensure all grade-level standards are met. EQ3 recognizes the importance of regular, ongoing professional development in the continued implementation of the CCSS and realizes the importance of keeping abreast of CCSS developments, new publications and requirements.

#### **EVIDENCE THAT THE PROPOSED MODEL WILL BE SUCCESSFUL WITH OUR TARGETED STUDENT POPULATION**

As evidenced by the extensive data detailed at the start of Element 1, EQ3 is demonstrating that our model resoundingly works without our target population.

#### **HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY**

As detailed under "Mission Driven Enrichments," two pages prior, Equitas is committed to ensuring that all scholars have the technological skills to compete in the 21<sup>st</sup> century and are prepared to take online assessments. As detailed above, all scholars will receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, and email. By the time they matriculate from EQ3 and go to middle school, scholars will be proficient with these programs, and have the necessary technological literacy to further their education and interests. Scholars will use computer-based learning programs to master foundational literacy skills. In addition, scholars will use computers for research and fact-finding to complete assigned projects and homework. Technology instruction is integrated into the core curriculum.

Technology is aimed at the target student population by supporting the skills needed to thrive in college and career, as global citizens and for other real-world purposes. The strategies listed below align with a growing body of research showing the instructional benefits of technology integration, including higher student engagement, greater real-world relevance and increased learning. Technology will serve multiple purposes at the Charter School:

- Developing technological proficiencies
- Incorporating real world curricula
- Providing additional supports for students performing below grade level
- Enhancing the quality and utility of feedback, reflection and revision
- Connecting the entire school community with global resources
- Expanding opportunities for in-service education and parent involvement.

#### **GRADUATION REQUIREMENTS**

Not applicable

#### **WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION**

Not applicable

#### **TRANSFERABILITY OF COURSES**

Not applicable

#### **TRANSITIONAL KINDERGARTEN**

EQ3 offers a transitional kindergarten (TK) program for any scholar whose fifth birthday falls between September 1st and December 1st, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Scholars in TK are integrated in Kindergarten classrooms. The TK program thus uses the same curriculum as the kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on scholar needs, including slower pacing than the Kindergarten scholars and incorporation of Foundations curriculum goals. Teachers are trained by School Directors to employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

EQUITAS ACADEMY 3 will comply with teacher credential requirements for TK classrooms, specifically, 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:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above

A child development permit issued by the CTC.

Teachers must have one of the following types of credentials:

**General:**

Kindergarten-Primary (grades K-3)

Elementary (grades K-8)

**Standard:**

Early Childhood (grades preschool-3)

Elementary (grades K-9)

**Ryan/Senate Bill (SB) 2042:**

Multiple Subject (grades preschool, K-12 and adults)

Multiple Subject University Intern (grades preschool, K-12 and adults)

Multiple Subject District Intern (grades K-8)

Specialist Instruction Credential in Early Childhood Education

A Multiple Subject General Education Limited Assignment Permit (GELAP), Multiple Subject Short-Term Staff Permit (STSP) or Multiple Subject Provisional Internship Permit (PIP) authorizes the same service as a Multiple Subject Teaching Credential.

## **ACADEMIC CALENDAR AND SCHEDULES**

The school calendar shares nearly all vacations and holidays with the Los Angeles Unified School District (except for Winter Break) and includes 180 days of school instruction, though we start after Labor Day. The school begins at 7:30 am and ends at 3:30 pm. The design of the academic year supports the mission of the school. To begin planning for the year, teachers report in August for professional development. In total, we provide 24 paid professional development days for new teachers, and 19 paid professional days for returning teacher. PD days occur before, during, and after the school year to ensure our teachers receive training and development necessary to create the excellent instructional practice on which our success depends. In addition, our year is divided into three trimesters. Report cards will be sent out at the conclusion of each trimester, to ensure effective communication regarding each scholar's progress. See sample school calendar for more details. The instructional days are listed each month with a total of 180 days.

**EQUITAS ACADEMY 3 CHARTER SCHOOLS CALENDAR 2019-2020**



5-9 New Teacher PD  
12-30 New & Returning Teacher PD

AUGUST '19						
S	M	T	W	Th	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 '20						
S	M	T	W	Th	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

17 Presidents' Day  
Instructional Days: 19

2 Labor Day  
3 First Day of School

SEPTEMBER '19						
S	M	T	W	Th	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

MARCH '20						
S	M	T	W	Th	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				

6 No School/PD Day  
13 No School/Parent Conferences

Instructional Days: 20

7 No School/PD Day  
Instructional Days: 22

OCTOBER '19						
S	M	T	W	Th	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 '20						
S	M	T	W	Th	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		

6-10 Spring Break  
13 No School/PD Day

Instructional Days: 16

11 Veterans Day  
27-29 Thanksgiving

NOVEMBER '19						
S	M	T	W	Th	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: 17

MAY '20						
S	M	T	W	Th	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						

25 Memorial Day  
Instructional Days: 20

2 No School/PD Day  
6 No School/Parent Conferences  
23-31 Winter Break

DECEMBER '19						
S	M	T	W	Th	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: 13

JUNE '20						
S	M	T	W	Th	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				

19 Last Day of School  
Instructional Days: 15

1-3 Winter Break  
6 No School/PD Day  
20 No School/MLK Day

JANUARY '20						
S	M	T	W	Th	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: 18

JULY '20						
S	M	T	W	Th	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	

4 Independence Day  
Instructional Days: 0

## **SAMPLE DAILY SCHEDULES**

To further describe the elementary program at EQ3, sample school day schedules are provided. The Charter School opens at 7:15am and the start of the instructional day is 7:30 a.m. with dismissal at 3:30 p.m.

Grades TK-1		Grades 2		Grades 3-4	
Time	Subject (minutes)	Time	Subject (minutes)	Time	Subject (minutes)
7:30-7:45	Breakfast/Brightwork (15)	7:30 - 7:45	Breakfast/Brightwork (15)	7:30 - 3:45	Breakfast/Brightwork (15)
7:45-8:00	Math Meeting (15)	7:45 - 8:15	Community Meeting (30)	7:45 - 8:15	Community Meeting (30)
8:00-8:30	Think Read Discuss (30)	8:15 - 8:45	Close Reading (30)	8:15 - 8:45	Close Reading (30)
8:30-9:00	Community Meeting (30)	8:45 - 9:25	Writing (40)	8:45 - 9:50	Guided Reading/Designated ELD (65)
9:00-9:30	Phonics (30)	9:25 - 10:05	Science/Social Studies (40)	9:50 - 10:00	Snack
9:30-9:40	Snack	10:05 - 10:15	Snack	10:00 - 10:40	Writing (40)
9:40-10:50	Guided Reading/Designated ELD (70)	10:15 - 11:20	Guided Reading/Designated ELD (65)	10:40 - 11:00	Read Aloud (20)
10:50-11:20	Close Reading (30)	11:20 - 12:20	Math Cumulative Review (60)	11:00 - 12:00	Math Cumulative Review (60)
11:20-11:50	Lunch	12:20 - 12:50	Lunch	12:00 - 12:30	Lunch
11:50-12:30	Writing (40)	12:50 - 1:10	Read Aloud (20)	12:30 - 1:10	Science/Social Studies (40)
12:30-1:10	Math Intervention/Social Studies/Science (40)	1:10 - 1:15	Pack up	1:10 - 1:15	Pack up
1:10-1:15	Pack up	1:15 - 1:45	Fun Friday (30)	1:15 - 1:45	Fun Friday (30)
1:15-1:45	Fun Friday (30)				

The morning begins with Bright Work folders that will be used consistently in each classroom as scholars enter the classroom each morning, containing practice exercises that support remediation or acceleration of learning, based on individual scholar needs and have an instructional component. Bright work also includes Do Nows and reviews whole group instruction of standards that need remediation or acceleration.

English Language instruction includes three hours or 160 instructional minutes daily. The Core Teaching includes 40 minutes of alternating Social Studies and Science instruction. In addition, scholars attend a 40-minute Enrichment class taught by an enrichment teacher, which includes alternating classes of movement, yoga, art, foreign language, drama, and/or music. There is a 30-minutes duty-free lunch break for teachers.

Because we believe this daily reinforcement of skills and content taught during the school day is critical to scholars' academic growth, we have structured supports within the day to aid its completion. For example, if scholars do not complete homework they miss "choice time" at the end of the day. "Choice time" provides scholars opportunities to choose center learning opportunities (i.e., alphabet learning, manipulatives, poetry, writing, puzzles, computer, art, etc.).

Beyond providing a longer school day, Choice Time is provided for scholars who do not adequately complete daily assignments and voluntarily for scholars who would like a quiet space to complete their

work or need tutoring support and as a daily block for RTI (response to intervention). Scholars with Special Education and English Learning Needs receive those services inclusive to the school-day, and tiered supports during RTI or as scheduled pull-out supports.

On Friday, the schedule is shortened for teacher professional development. The Friday Early Dismissal schedule, which releases scholars at 1:45 pm, is provided below.

Friday					
Grades TK-1		Grades 2		Grades 3-4	
Time	Subject (minutes)	Time	Subject (minutes)	Time	Subject (minutes)
7:30-7:45	Breakfast/Brightwork (15)	7:30 - 7:45	Breakfast/Brightwork (15)	7:30 - 3:45	Breakfast/Brightwork (15)
7:45-8:00	Math Meeting (15)	7:45 - 8:15	Community Meeting (30)	7:45 - 8:15	Community Meeting (30)
8:00-8:30	TRD (30)	8:15 - 8:45	Close Reading (30)	8:15 - 8:45	Close Reading (30)
8:30-9:00	Community Meeting (30)	8:45 - 9:25	Writing (40)	8:45 - 9:50	Guided Reading (65)
9:00-9:30	Phonics (30)	9:25 - 10:05	Science/Social Studies (40)	9:50 - 10:00	Snack (10)
9:30-9:40	Snack (10)	10:05 - 10:15	Snack (10)	10:00 - 10:40	Writing (40)
9:40-10:50	Guided Reading (70)	10:15 - 11:20	Guided Reading (65)	10:40 - 11:00	Read Aloud (20)
10:50-11:20	Close Reading (30)	11:20 - 12:20	Math Cumulative Review (60)	11:00 - 12:00	Math Cumulative Review (60)
11:20-11:50	Lunch (30)	12:20 - 12:50	Lunch (30)	12:00 - 12:30	Lunch (30)
11:50-12:30	Writing (40)	12:50 - 1:10	Read Aloud (20)	12:30 - 1:10	Science/Social Studies (40)
12:30-1:10	Math Intervention/Social Studies/Science (40)	1:10 - 1:15	Pack up (5)	1:10 - 1:15	Pack up (5)
1:10-1:15	Pack up (5)	1:15 - 1:45	Fun Friday (30)	1:15 - 1:45	Fun Friday (30)
1:15-1:45	Fun Friday (30)				

### **EQUITAS ACADEMY 3 WILL EXCEED THE MINIMUM INSTRUCTIONAL MINUTES**

As noted, our school year includes 180 instructional days. The school day schedule allows for more time in school and a substantial amount of time over the California state required minutes of instruction.

Grade s	Grades Offered	Num ber of Reg ular Days	Numb er of Instr. Minut es Per Regul ar Day	Numb er of Early Dismi ssal Days	Numb er of Instr. Minute s Per Early Dismiss al Day	Numb er of Minim um Days	Numb er of Instr. Minut es Per Mini mum Day	Number of [Other] Days	Numb er of Instr. Minut es Per [Othe r] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Numb er of Instr. Minute s Above/ Below State Req't.
TK/K	Y	145	420	35	315	0	0	0	0	180	36000	71925	39525
1	Y	145	420	35	315	0	0	0	0	180	50400	71925	25125

2	Y	145	420	35	315	0	0	0	0	180	50400	71925	25125
3	Y	145	420	35	315	0	0	0	0	180	50400	71925	25125
4	Y	145	420	35	315	0	0	0	0	180	54000	71925	21525
5	N	0	0	0	0	0	0	0	0	0	54000	n/a	n/a
6	N	0	0	0	0	0	0	0	0	0	54000	n/a	n/a
7	N	0	0	0	0	0	0	0	0	0	54000	n/a	n/a
8	N	0	0	0	0	0	0	0	0	0	54000	n/a	n/a
9	N	0	0	0	0	0	0	0	0	0	64800	n/a	n/a
10	N	0	0	0	0	0	0	0	0	0	64800	n/a	n/a
11	N	0	0	0	0	0	0	0	0	0	64800	n/a	n/a
12	N	0	0	0	0	0	0	0	0	0	64800	n/a	n/a

## **PROFESSIONAL DEVELOPMENT**

### **TEACHER RECRUITMENT PROGRAM**

In order to deliver on our rigorous academic program, EQ3 recruits and selects outstanding educators with passion, subject mastery, extensive experience with urban youth, and the commitment to do whatever is necessary to ensure the uncompromising academic performance of our scholars. Equitas has existing partnerships with Teach For America, Building Excellent Schools, and Schools of Education (USC, UCLA, Cal State University System, Stanford University, Loyola Marymount, etc) as sources of teacher recruitment. In addition to outreach efforts, teacher retention is essential and best practices are drawn from our existing partnerships with charter schools (such as those founded by other BES Fellows) with proven success in attracting and supporting the best educators.

Equitas attracts applications from exceptional teachers who reflect the background and experience of its scholars and have the subject mastery and teaching skill to achieve outstanding academic outcomes. Led by Equitas' Vice President of Talent and Strategy, the Charter School implements a comprehensive hiring process to select teachers ready to commit to the demands of educating all scholars at the highest level without excuse.

Teachers are closely supervised through frequent observation and assessment in the areas of content delivery, effective classroom management, and appropriate use of scholar achievement data to individualize or modify instruction. Teachers are regarded as respected professionals. Teachers benefit from planning periods (held during enrichment blocks) to ensure ongoing collaboration. Teachers plan to link instruction to common core and use scholar achievement data to constantly adapt curriculum. Teachers who teach the same scholars meet together to review each scholar's academic progress individually and collaborate with parents to provide scholars with the most appropriate, rigorous, and data-driven individualized attention during our regular Friday professional development.

### **PROFESSIONAL DEVELOPMENT**

Professional Development is initiated based on the following:

- Findings from scholar data, based on scholar needs and school culture
- Feedback and request made from our faculty (teachers)<sup>[SEP]</sup>
- Grade level PD - Observations from our Leadership Team on the use of effective research-based pedagogy
- School Director PD – focuses on what the school needs
- Targeted PD – What are the trends and goals?

School wide goals are developed in the summer with a scope and sequence in collaboration with other Equitas schools. Equitas sets the following 3 types of goals:

1. Culture - what are indicators that support a strong scholar culture of scholar engagement?
2. Leadership -open to feedback, trying new methods, professional, demonstrate leadership
3. Instructional Goal – set by each teacher to class wide and subgroup proficiencies

These three types of goals are revisited during every coaching session or meeting. Teachers who are new to the profession meet with their Instructional Coach (a more experienced teacher or administrator) on a weekly basis; while experienced teachers meet biweekly or more often as needed.

With the implementation of the Common Core State Standards, our academic leadership team has focused on implementing a ‘workshop model’ throughout every classroom across all Equitas schools, informed through the Achievement First Open Source curriculum and the Lucy Calkins model for teaching literacy skills (reading and writing). Calkins has written over 10 books on strategies for teaching reading and writing, and is a Professor of Curriculum and Teaching and the Founding Director of the Teachers College Reading and Writing Project, at Columbia University. Network staff have received extensive training on Calkins model, and collaborate with our teachers to ensure vertical alignment across all Equitas campuses (TK-8), with specifically designed templates through an in- house professional development program.

Equitas provides all teachers with three weeks (120 hours) of Summer Professional Development for returning teachers and four weeks (160 hours) for new teachers, in addition to 9 non-instructional days throughout the school year (1 day per month). Teachers also participate in weekly professional development each Friday afternoon with early dismissal. Prior to each professional development meeting, teachers have data conversations based on weekly data with grade level colleagues. Professional Development needs are identified through observations and staff surveys. Our teachers also are provided sufficient planning time daily to meet with their Instructional Coach.

Professional development training includes the following:

- Common Core Standards
- Health and Safety policies and procedures (including mandated trainings re: Child Abuse, etc.)
- Administrative policies and procedures (attendance reporting, expense requests, etc.)
- Research-based Instructional Strategies: Inquiry, academic discourse, differentiation, use of technology to enhance, engage scholar learning, increasing scholar talk, English Learner Strategies
- Data Driven Instruction
- Doug Lemov’s *Teach Like a Champion* for Classroom Management Skills
- Building a College Going Culture

- Achievement First Curriculum and Content Training
- Unit Unpacking
- Intellectual Preparation Protocol
- Paul Tough's *Whatever It Takes* (based on Harlem Children Zone) to reinforce core values
- Carol Dweck's Growth Mindset
- Fountas & Pinnell Reading Assessments
- Whetstone Education – teacher coaching model
- Workshops through Building Excellent Schools
- Workshops from Uncommon Schools

All new to Equitas Academy 3 engage in book study to read Doug Lemov's *Teach Like a Champion*, a 2-part book where the first part focuses on effective pedagogical strategies and part 2 focuses on Literacy Skills, including:

- Setting High Academic Expectations
- Planning that Ensures Academic Achievement
- Structuring & Delivering Your Lessons
- Engaging Scholars in Your Lessons
- Creating a Strong Classroom Culture
- Setting & Maintaining High Behavioral Expectations
- Building Character & Trust
- Improving Your Pacing
- Challenging Scholars to Think Critically
- How All Teachers Can (and Must) be Reading Teachers
- The Fundamentals: Teaching Decoding, Vocabulary Development & Fluency
- Comprehension: Teaching Scholars to Understand What they Read

During non-instructional professional development days, our teachers collaboratively review scholar data, samples of scholar work, learn about effective pedagogical strategies, plan the curriculum, conduct parent conferences, attend educational conferences and trainings, as part of our partnership with Achievement First and Building Excellent Schools. We solicit teacher feedback when reflection upon and developing Professional Development schedules that we are constantly asking ourselves: Are we learning? Are we growing? What best practices can we learn from these schools?

Equitas also has purchased for all of its schools Whetstone Education, an instructional online platform to support efficient and collaborative teacher development, tailored to meet the needs of our teachers and coaches. Whetstone provides an observation framework for teacher evaluations with rubrics that can be accessed with a tablet or laptop. It serves as an additional teacher coach with tools to set, track and drive development against a personalized growth plan developed by each teacher. For Instructional coaches, Whetstone provides a flexible tool to support, streamline and enhance their approach to coaching and collaboration, with a walk sheet to organize the most actionable teacher coaching information. For administrators, it serves as a one-stop shop to view both the organization as a whole, or disaggregate specific-teacher performance against a set of various criteria; view group or individual performance, set organization-wide areas to focus on; and organizes a comprehensive data set specific to what is actionable for administrators, instructional coaches and teacher with illustrative graphs for visual understanding.

Equitas uses the Danielson's Framework as its evaluation rubric that focuses on: Planning and Curriculum; Implementation and Instructional Delivery; Scholar Learning; Behavior Management; Professionalism; Interpersonal Skills; and Professional Development. All coaching sessions and observations are documented for both parties to ensure clarity and transparency. Teachers receive weekly feedback and coaching sessions from their Instructional Coach.

## **EQUITAS' PLAN TO MEET THE NEEDS OF SPECIFIC STUDENTS**

In order for our scholars to meet the high expectations of preparedness for entrance into college preparatory, prestigious, top performing and competitive schools, there must be supportive services in place throughout the Charter School. Content mastery is crucial to academic success; therefore intentional supports are organized to ensure all scholars meet academic expectations. Scholar supports are designed to meet individual scholars' needs and in addition specifically address the needs of English Learners (ELs), socio-economically disadvantaged scholars, high achieving scholars, scholars achieving below grade level, and special education scholars. Scholar supports are also designed as a means for prevention, intervention, and acceleration of learning.

The teaching methodologies as well as components of our instructional program outlined have all been shown to be highly successful with our target scholar population. As a charter school, we have the ability to use innovative ways to meet scholars' academic needs, as outlined in the key elements mentioned below. English language acquisition, the development of a college preparatory focus, more time to learn, and daily scholar supports are all key to our scholars' success in the earliest grades.

Extending the learning day to 3:30pm helps advance the learning of all scholars, including scholars who need academic supports or opportunities for accelerated learning. For example, scholars who need additional literacy development get specific time during the extended day for support as longer periods of time are devoted to core subjects in our longer bell schedule. For high-achieving scholars, acceleration can also occur during this time.

Within the Equitas educational model in place at all of our schools, scholars are further supported through the following key elements:

### **Differentiated Instruction and Flexible Ability Reading Groups**

As part of our literacy program, and to meet the needs of individual scholars, flexible ability reading groups allow focused instruction at the appropriate skill level. In order to differentiate instruction for scholars at different academic levels, classes present the same content but the instruction varies according to the ability levels of the group. All scholars are placed into a flexible ability reading group based on the baseline data generated from testing during the first few weeks of school. As scholars' reading ability develops, they are able to transfer to different ability level reading groups throughout the year in the same class but different groupings.

### **Highly-Structured Learning Environment**

Effective learning cannot occur in an atmosphere of chaos and disorder. Creating a structured environment allows teachers to focus on teaching and allows scholars to learn. This is essential to the delivery of the school mission. Expectations are outlined in the scholar Code of Conduct which are presented to families during Orientation.

### **Common School-Wide Procedures**

Specific behaviors are taught through common school-wide procedures which infuse our daily rituals and routines. The school's Code of Conduct is clear and detailed and includes both positive and negative consequences for behavioral choices. Scholars who exemplify school values and positive behavioral choices earn rewards such as the opportunity to go on extra field trips while scholars who violate the Code lose privileges such as Choice Time (where scholars self-select from various educational games and activities the teacher has placed out, typically at the end of the week as a class reward for good behavior and hard work), field trips, and other fun activities. Families are notified of their child's behavior on a daily basis and on a weekly basis (or more frequently as needed), so that parents can be involved in helping scholars to reach all academic and behavioral expectations. Significant and repeated violations of the Code of Conduct result in families being called into school to create a solution and, if sufficiently disruptive can eventually result in more serious disciplinary action. By focusing seriously and in developmentally appropriate ways on rules and behavioral standards, an environment conducive to effective learning is maintained.

Emphasis on our daily, weekly, and annual rituals, in addition to uniformity in practice across classrooms allows scholars to understand and live up to school expectations. We provide professional development time before school begins to ensure all teachers use similar behavioral systems (i.e., school wide systems for distribution of papers, materials, behavioral systems, and homework distribution/collection).

### **Individual Work Folders**

As scholars enter in the morning, they have morning work that contains academic assignments to practice learning. The morning work includes practice for scholars which can be remediation or acceleration depending on the needs of the scholars.

### **Homework Systems**

Homework is a review of instruction and helps scholars' master skills and content learning. This helps scholars develop study skills and habits necessary for academic success. Homework, including nightly reading, ranges from 30-60 minutes each night. Parents are notified and coached regarding the importance of daily homework completion if scholars do not complete their homework.

### **Tutoring**

Tutoring is a key component of the Equitas model. Tutoring takes place during and after school. During enrichment/choice time in the school day and after school time, scholars will be able to access additional tutoring with teachers. Scholars who demonstrate weakness in a core content area will be recommended to attend tutoring for a six-week period (i.e. "Academic Warriors") during the school day, until those scholars demonstrate on an interim assessment that they are now successfully mastering the class material. During the six-week tutoring sessions, teachers will review the content from the previous six weeks. At the end of the six-week tutoring session, scholars will be re-tested. If a scholar again scores 70 or below, he/she will attend tutoring for an additional six weeks.

### **Parent Communication**

Communication is integral to parent participation and scholar success. We will inform parents of scholar progress through daily, weekly and monthly systems in the families' home language. These systems include immediate phone calls, regular correspondence, trimester report cards and meetings, and three formal parent-teacher conferences. Weekly homework syllabi, behavior and reading logs, and quarterly



newsletters will keep parents informed about their child's progress at school. Parents can also access teachers through voicemail and email to get immediate daily concerns addressed. All communications will be accessible to families who speak a language other than English. EQUITAS ACADEMY 3 will utilize technologies such as Parent Square -a voicemail system able to call parents to notify them their scholar is absent, communicate the homework and make announcements to entire community if needed.

Parents will be informed of their child's academic and behavioral progress at regular intervals. The assessment system is set up as three trimesters with progress reports and benchmark assessments every six weeks. Parents will receive progress reports to inform them of their child's grades, academic strengths and weaknesses and any concerns about promotion to the next grade. Also, a weekly syllabus will inform parents about key learning, homework, and standards to be met that week. Parents will also sign homework and quizzes to acknowledge receipt of information. Homework and quizzes are considered incomplete without parent signature. We address this proactively at the onset at the initial parent orientation. Parents also receive a written communication on the scholars' weekly report notifying them of any missing signature. Teachers also follow up directly by making a phone call to the parents for the signature. In our eight years of operations, we have never had a parent refuse to sign homework, but if that occurred, we would acknowledge the parent choice to not sign homework.

Scholars at Equitas are held to rigorous standards and expected and supported to meet grade level standards mastery. Scholars at risk for retention will be identified in conjunction with the scholar, his/her family, teacher, and school site personnel. If scholars are unable to meet grade level standards as documented by grades, assessments, or comprehensive exams, supports will be put into place to assist scholars to meet grade level standards.

### **Scholar Supports: Prevention, Intervention and Acceleration**

In addition to the highly effective structures offered in the Equitas model to support and challenge scholars, additional strategies will target scholars who may have additional needs—scholars performing far below or above grade level, scholars with low socioeconomic status, English Language Learners, Special Education scholars and scholars in Foster Care or experiencing Homelessness.

School-wide structures are the first step in meeting the needs of scholars performing below or above grade level, but additional supports will be introduced for any scholar who:

- is performing more than one level below or more than one level above his/her actual grade level
- is not on track to make at least one grade level of growth in reading, writing, and math
- does meet the two criteria above but has persistent challenges with the school's academic or behavioral expectations

A Scholar Success Team (SST) is the process by which scholars are identified for additional supports and individualized plans are created for each scholar based on their educational needs. The SST process includes identifying additional instructional supports, a timeline for implementation, goals for the scholar, and means for assessment. All SST plans will be communicated with parents, scholars, teacher(s) and the School Director as all parties attend the SST.

The SST is a systematic, individual, solution-oriented approach to assist scholars with factors that are interfering with academic success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the

parent, teacher and scholar. All scholars can benefit from an SST, including but not limited to those scholars achieving below or above grade level, English Language Learners, scholars with special educational needs, and scholars who have experienced issues that might hinder their academic success at school.

### **Identification**

Anyone who has a concern for a scholar can refer that scholar for an SST for consideration. Scholars are referred to an SST by teachers, parents, counselors, doctors, administration, social workers and law enforcement representatives. The meeting typically includes the teacher, School Director, parents, and scholars, if the scholar is in 1<sup>st</sup> Grade or above. The meeting is designed to bring out the best in the scholar involved and define a specific intervention plan that will be implemented.

### **SST Form**

The typical SST timeline is twelve weeks of intervention. At the six-week mark, the SST checks in to assess progress. SST meetings are set for twelve weeks of intervention with every six weeks until termination of SST. Scholar information, such as scholar strengths, parental/teacher concerns, assessment and evaluation results and any other information pertinent to service needs and provisions are recorded on the SST. A description of the individualized instructional program which will meet the needs of the scholar, including specific strategies that will be used with the scholar are documented. The current performance level is documented using assessments and/or other measurable data. Goals are articulated with a method of measurement. At least an 80% mastery rate is required on each objective for the goal to be met. Goals for high achieving scholars would include additional work/projects the teacher would prepare to expose and challenge the scholar. For instance, a goal for a high achieving scholar might be to increase performance on national normed assessment for growth at 150% above normed growth. A projected completion timeline for each goal is articulated with an objective, evaluation criteria and projected completion date.

### **SST Meeting**

The SST meetings include the following steps:

- 1) Team members introduce themselves and their roles, the lead is designated
- 2) Purpose and process of the meeting are stated
- 3) Timekeeper is appointed
- 4) Strengths are identified
- 5) Concerns are discussed, clarified and listed
- 6) Pertinent information and modifications are listed
- 7) Concerns are synthesized with one or two chosen for focus
- 8) Strategies to deal with are chosen; concerns are brainstormed
- 9) Team chooses best strategies to carry into actions
- 10) Individuals make commitments to actions
- 11) Person responsible and timelines for actions are recorded
- 12) Follow-up date is set

### **ENGLISH LEARNERS**

Equitas 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 plenty of opportunities for practice. The goal is for EL scholars to gain fluency in English as quickly as possible in a non-threatening setting. Our EL program

addresses the process for scholar identification, curriculum, assessments, reporting, and re-designation 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 mother language of our native speakers, we provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. Equitas helps scholars identify that their bilingual capacity is an asset, an admirable and necessary skill. Equitas teachers and leadership communicate to parents in Spanish as needed—but use English instruction for the content areas in the classroom.

Based on research, we believe that the best approach to provide a comprehensive designated and integrated ELD instructional program for every EL scholar to meet the linguistic and academic goals at their grade level 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. The results from SEI have proven most successful in the elementary and middle school grades. In large-scale studies in California, Arizona, and Massachusetts, scholars have “consistently scored higher than those enrolled in traditional bilingual programs.”<sup>43</sup>

Within our SEI program, identified EL scholars like all of our scholars, will be provided tiered academic supports. Our 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 will have intimate knowledge of their scholars’ varying abilities through formal test data, regular communication among teachers, and informal weekly assessments. Our teachers will work closely with one another across all content areas to ensure the needs of EL scholars are met. ELD content is taught in classrooms.

Both integrated and designated ELD take place each day during our ELA block and other core learning and through the additional tutoring sessions during RTI time in the bell schedule. The program(s)/resources are used in both the core curriculum and ELD. These program(s)/resources were selected and meet the needs of ELs as evidences in the Doing What Works webpage established by the Federal Department of Education 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:

### *1. 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 Equitas’ focus on data-driven instruction. We assess our scholars’ progress several times per week using Achievement First and teacher-created assessments 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.

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<sup>43</sup> Arizona Department of Education, July 2004, “The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large –Scale Comparison” found at <http://epsl.asu.edu/epru/articles/EPRU-0408-66-OWI.pdf> accessed on 11/6/08.

## *2. Provide reading interventions*

Recognizing that ELs are often at risk for reading problems, 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. As outlined previously, a key element to Equitas’ 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.

## *3. 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<sup>44</sup> shows that effective vocabulary instruction:

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

## *4. 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 Equitas, 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<sup>45</sup> predict that it could take ELs five years or longer to become truly proficient in CALP<sup>46</sup>, 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.

## *5. 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

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<sup>44</sup> William G. Brozo and Michelle L. Simpson. 2003. *Readers, Teachers, Learners: Expanding Literacy across the Content Areas*. Pearson Education: Upper Saddle River, NJ.

<sup>45</sup> Cummins, J. (1981a) Age on arrival and immigrant second language learning in Canada. A reassessment. *Applied Linguistics*, 2, 132-149.

<sup>46</sup> Garcia, Eugene. 2002. *Student Cultural Diversity: Understanding and Meeting the Challenge*. Houghton Mifflin: New York.

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.

### **Instruction and Reclassification of ELs**

As described above, EL scholars will have a tutorial course and will be monitored closely to gauge the progression of language acquisition skills. In accordance with the California English Language Development Standards, scholars will be assessed and monitored on the following domains: listening, speaking, reading, and writing. ELs will be reclassified based on ELPAC Assessments, SBAC/ELA scores and teacher judgment. The teacher assessment 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.

### **Scholar Identification**

Equitas will adhere to all applicable state and federal laws and regulations with regard to serving EL scholars. The staff of Equitas will adhere to the following plan with EL scholars:

- Families will complete a home-language survey upon enrollment in the school.
- Scholars whose primary language is not English and are entering a California school for the first time will be assessed over the summer and/or within the first 30 days of school using the Initial English Language Proficiency Assessment for California (ELPAC). 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 and annual English proficiency testing.
- 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 and additional instructional times.
- EL scholars will be placed in mainstream classes for core academics and will receive additional English Language instruction as necessary, 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 RTI decoding and fluency groups and may also occur as specialized pull-out instruction during other classes during the day, as appropriate.
- EL scholars will be re-evaluated each spring until re-designated as English Language proficient. 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.
- 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 redesignation criteria:

<b>Reclassification Criteria</b>
<b>Annual ELPAC Scores</b>  Overall performance level of 3 or 4 in all skill areas: listening, speaking, reading, and writing
<b>CAASPP Results (3<sup>rd</sup>-4<sup>th</sup> Grade)</b>  CAASPP results in ELA at Standard Nearly Met, Standard Met, or Standard Exceeded
<b>Grades (K-2<sup>nd</sup> Grade)</b>  Marks of 3s and 4s in English Language Arts on report card
<b>Teacher Recommendation</b>  Teacher judges the student sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English through at least two formative or summative assessments.
<b>Parent Opinion and Consultation</b>  Parents and teachers meet to discuss in a parent/teacher conference.

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. Teachers will meet weekly for professional development, with many of the professional development topics helping teachers to meet the needs of scholars learning English.

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

The Equitas model seeks to create a school where all scholars achieve academic success, including English Learners.

In accordance with CA ELD Standards and 2014 ELA/ELD Frameworks, our instructional staff implement both integrated and designated ELD throughout each EL scholar's school day. Achievement First curriculum is the basis for instruction, supplemented with teacher-created materials.

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

- *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.

▪ *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>47</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<sup>48</sup> 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.

▪ *Leveled Guided Reading Groups*

Our daily guided reading groups are the only classes where scholars are grouped by ability, and provide natural facilitation for daily designated ELD instruction, grouping ELs together. These groupings allow the most struggling readers, including ELs, the opportunity to work in the smallest possible groups. Teachers 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.

▪ *Homework Support*

Teachers assign 30-60 minutes of homework each night, including reading and math. Homework assignments are always practice of skills the scholars have already learned but are continuing to work with in order to achieve true mastery. This means that scholars are prepared to complete each assignment successfully, using their knowledge from lessons, notes from class, and determination. Scholars are

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<sup>47</sup> Teachers will be trained to differentiate effectively during on-going professional development based on the research done by educational experts Carol Ann Tomlinson, author of *The Differentiated Classroom: Responding to the Needs of All Learners*, and Rick Wormeli, author of *Fair Isn't Always Equal*.

<sup>48</sup> These strategies are representative of the differentiation techniques teachers will use. Additional detail on these strategies may be found in *The Differentiated Classroom: Meeting the Needs of All Learners* by Carol Ann Tomlinson.

supported in their efforts to complete homework by having an agenda of daily assignments and an after-school Homework Center (for scholars who volunteer to attend or who are assigned by teachers to receive additional help).

- *Frequent Assessment, Feedback, and Communication*

We believe that honest, systematic, and frequent feedback about scholar progress is critical to scholar success. As a result of this belief, scholars receive daily homework grades and behavior scores. 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 (including scored homework, class assignments, tests and quizzes) and through formal progress reports or report cards.

- *Interventions*

We believe in providing support structures to ensure all scholars meet mastery. We provide a support structure to facilitate scholar learning and include the following:

1. 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.
2. 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.
3. Homework Center—This group provides scholars struggling to complete homework assignments with a quiet, supportive place to do their work. Scholars may be assigned to this group based on teacher recommendation, or scholars and their families may request attendance.
4. Enrichment—Additional enrichment opportunities are offered after school throughout the year and made available to scholars.

- *Intense, Targeted Remediation and Acceleration*

Teachers spend extra time working with the most struggling scholars, regardless of EL or Special Education status, in small group settings in order to best accelerate their learning and catch them up to grade-level standards of performance. While the curricula used for this targeted intervention will vary based on scholars' needs, teachers use an even more frequent assessment regimen to ensure that scholar progress is monitored accurately and teaching methods are frequently adjusted to produce maximum results.

### **How The Program Will Meet The New State ELD Standards And Use The Results Of The ELPAC**

Our programs to support English Learners are based on the 2012 California ELD Standards. Equitas 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. Equitas Academy 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 <b>well developed</b> 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 <b>moderately developed</b> 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 <b>somewhat developed</b> 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 <b>minimally developed</b> 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.

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.

Equitas 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 Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, Specially Designed Academic Instruction in English (SDAIE) teaching strategies, language development, 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.

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.

### **Services And Supports For English Learners, Including Instructional Strategies And Intervention**

Equitas 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 developing reading and writing skills of EL scholars. Strategies to assist EL scholars in each classroom will include front loading content area vocabulary, using graphic organizers, pairing scholars with an English proficient scholar partner, and allowing for small group and 1:1 support with Instructional Aides.

### **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 Equitas EL program is effectively meeting the needs of our scholars.

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

Equitas 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 (LTEs)**

As an elementary school serving grades TK-4, EQ3 will not serve any LTELs. That said, we work diligently to identify any barriers to reclassification for scholars who are not meeting our growth expectations.

### **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, Equitas 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, Equitas 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 Equitas 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 EQ3 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 Equitas 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. Equitas 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.

### **“A TYPICAL DAY”**

A school visitor to EQ3 would have the benefit of following a typical scholar. Malena is a six-year old scholar who walks to school with her mother, wearing her favorite navy blue jumper uniform. She arrives at the school door at 7:25am she says goodbye to her mother. She walks confidently up to the School’s Director,<sup>49</sup> makes eye contact and firmly shakes her hand, proudly saying, “Good morning, Mrs. Kochmann.” Mrs. Kochmann greets Malena by firmly shaking her hand. Mrs. Din asks Malena if she is ready to learn. Malena answers by telling Mrs. Din about her math learning goals for the day. Malena turns around, enters the building and heads to her classroom as she eats breakfast in the classroom and where she greets her teacher Ms. Garcia with a handshake and is in turn welcomed with a warm, “Good morning, scholar.” As Malena walks to her desk at 7:30am which is the start of the instructional day, she begins to hum with the music playing, *Here Comes the Sun*, by the Beatles. She sits and gets herself situated by taking out her *Bright Work* folder and turns in her homework. As Ms. Garcia passes out breakfast, Malena completes her addition facts sheet because she is working toward completing a hundred math facts in one minute.

After working on math facts and eating her breakfast, Malena has time to read a few pages of her favorite book, *Where the Wild Things Are*, by Maurice Sendak. Reading this book inspires Malena to get ready for a productive day at school.

At 7:50am, morning meeting begins. The morning meeting is an instructional component of the day. Each day begins with an emphasis on the Equitas Academy 3 core values. Malena’s teacher implements Morning Meetings to set the tone for a respectful learning environment. Morning Meetings motivates Malena to create an environment of trust, community, respect, and scholarship. The meeting format includes the teacher beginning with a class greeting using class chants or a group motto, group activities, and closing.<sup>50</sup> In addition, morning meetings provide opportunities for developing scholar vocabulary, oral language, read alouds and team building skills. While a short period of the day, it sets the tone for the learning community and extends beyond the meeting. On this morning, the teacher has the scholars sing Malena’s favorite morning chant:

**Read, Baby, Read**  
(Stomps and Claps – 4X)  
You’ve got to Read, Baby, Read  
(Say What?)  
You’ve got to Read, Baby, Read.  
The more I read, the more I know.  
The more I know, the smarter I grow.  
The smarter I grow, the stronger my voice,

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<sup>49</sup> All scholars shake a school leaders’ hand each morning before entering the school.

<sup>50</sup> Class meeting structure informed by Kriete, R. (2002). *The Morning Meeting Book*. Northeast Foundation for Children. MA.

When making my mind or making my choice.  
Because knowledge is POWER and POWER is freedom and I want it!  
You've got to Read, Baby, Read (2 X)  
You've got to Read!  
-- Harriett J. Ball

The visitor notices the morning song really inspires Malena and she is excited and wanting to do her best. Ms. Garcia has been talking about friendship, and has been reading *Amos and Boris* by William Steig. Ms. Garcia reads to the class, dramatically and enthusiastically, emphasizing the sounds of vocabulary words like *phosphorescent*, *luminous*, and *abounding*. After reading, Ms. Garcia asks the scholars a few questions; "Amos and Boris each had a big problem. How were their problems alike? How were they different? What did each use to solve the other's problem?" The scholars complete a Venn diagram to help with the discussion of the story's problem.

After concluding their discussion of *Amos and Boris*, scholars line up for math meeting followed by math stories. Malena goes to Math Meeting with her regular teacher, Ms. Garcia, where she is the class leader for the day. She reports on the weather, helps count how many days she has been in school, counts by twos and fives, and writes the date on the classroom calendar. Malena helps the class solve the daily algorithm. Malena enjoys leading the math meeting block and is working hard in her math class.

While scholars line up, Ms. Garcia turns on music, which gives Malena a chance to dance and move her body while she gets in line. Malena goes to her literacy group in Mr. Marcos' classroom, where she enjoys seeing her friends from the other kindergarten classrooms that are in her reading group.

For Malena's first literacy group, she sits in a semi-circle with six chairs in each row. The teacher, Mr. Marcos begins the instruction by teaching the Reading Mastery: Direct Instruction group. Malena is watching Mr. Marcos point to a letter and she is repeating the sound the letter makes. She then blends the sounds together to read a word. Malena takes out her clip board from under her chair and completes her workbook pages. The reading group ends with a transition chant.

***Direct Instruction Group Transition***  
*(To the tune of Semisonic's "Closing Time")*

*Reading Time,  
Time to get knowledge,  
And to be the best scholar I can.*

*Reading Time,  
Time to get knowledge,  
And make sure that I understand.*

The second literacy group begins as Malena enters Ms. Alvaro's room where she is teaching guided reading. Scholars are reading from a big book and Malena is listening for the rhyming words in the story. After the group works on rhyming, the scholars sequence the story. The timer goes off and music begins playing. This is the signal for scholars to get ready for their snack break.

After the snack break, Malena moves into her guided reading and TRD groups. She completes her time on the computers, with literacy activities and she smiles each time she gets an answer right. She then moves into her fourth and last literacy group—writing. Malena is an accomplished writer and enjoys publishing her work. The writing block begins with Ms. Gerz modeling the writing topic for the day and Malena brainstorming what she is going to write. Malena enjoys bringing home her published writing to her family which motivates her to get started on the topic for the day, describing her best friend.

Next, Malena goes with her class to physical education and lunch. She enjoys when she is able to have lunch with her teacher. She wrote out some questions for her teacher, so she can have an interesting conversation with everyone at her table. When Malena first began having lunch, she would just shout out things. She now understands how to be polite and is working toward becoming a great conversationalist.

After lunch and physical education, Malena moves on to close reading, where she pays attention to character actions and words in order to determine character feelings in *A Tale of Three Robins*. In writing, she writes multiple details about herself where she works on her personal narrative.

In social studies, the class is working on the California social studies content standard: *scholars recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty*. Malena is excited she has learned the CA state symbols and is eager to share her knowledge with her family at the end of the day.

In her RTI block, she would work in a small group with her teacher based on her exit ticket from yesterday's close reading or math class.

In music class, Malena is happy to see Ms. Julia, the music teacher. They are working on learning new songs using their core values. Today, they are learning the justice song. The day ends with math and Malena is focused on meeting her goal of completing 100 math addition facts in one minute.

The visitor realizes that Malena has had a productive day and followed the rules—and that she has been fully engaged and excited by a demanding day of study. Malena ends the day at choice time by choosing the poetry center. She really enjoys the Mother Goose rhymes and wants to learn a new rhyme to teach her parents.

The end of the day comes and school is dismissed. Before scholars leave choice time, the class comes together to share compliments. Malena compliments her classmate Arturo for helping her with her math facts. The class joins in to give Arturo a Hip, Hip, Hooray cheer, where they put their hands on each hip and shout "Hip, Hip, Hooray." Malena once again shakes Mrs. Din and Ms. Garcia's hand and says good bye.

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**ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND****ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (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 3’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 §47605(B)(5)(A)(ii)*.



## **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.

Measures of Academic Progress (MAP) are administered three times per year and serve as a nationally normed assessment.

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

### **Assessments Administered by Grade and Subject Area at Equitas Academy 3**

<b>Assessment, Purpose, Grade Levels and Administration Timeline</b>			
<b>Assessment</b>	<b>Purpose</b>	<b>Grade</b>	<b>Administration Timeline</b>
<b>English Language Arts</b>			
Curriculum-based Assessments	Measure standards mastery	TK-4	Daily and /or weekly
Standards-aligned 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 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
Fountas Pinnel/Reading A to Z	Measure scholars' ability to decode grade level text assess reading level, decoding, and comprehension	TK-4	Every six weeks
Writing	Timed Writing Assignment with rubric scoring	TK-4	Upon enrollment and every trimester
CAASPP or CAA	State Standardized Test	3-4	Once a year
NWEA/MAP	National Normed-Referenced	TK-4	Twice a year
<b>Mathematics</b>			
Curriculum-based assessments	Measure standards mastery	TK-4	Daily and /or weekly

Standards-aligned 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
CAASPP or CAA	State Standardized Test	3-4	Once a year
NWEA/MAP	National Normed-Referenced	TK-4	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
Stanford 10 Science	National Normed-Referenced Assessment	TK-4	Upon enrollment and each year
<b>Social Studies</b>			
Internally-Created Test	Measure standards mastery	TK-4	Daily and /or weekly
Interim Assessments (IA) Standards-Based	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
<b>English Language Development</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
ELPAC	Measure language acquisition	TK-4	Initial Assessment upon enrollment; once annually in spring
Oral Language Development	Measure oral language development	TK-4	Every six weeks and as often as needed

## **DATA ANALYSIS AND REPORTING**

Equitas 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.

EQ3 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 using Kickboard. 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**

Equitas 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 3 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, EQ3 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 3**

#### **Grading Scale**

- A = 70-100%
- B = 60-70%
- C = 50-60%
- F = 49% 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 supports, 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 EQ3 administration. Should the parent/guardian wish to appeal the student's retention the school requires 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.*

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## ELEMENT 4: GOVERNANCE

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

### GENERAL PROVISIONS

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

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

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

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

### LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>51</sup>

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall

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<sup>51</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

#### **PARENT ENGAGEMENT**

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

#### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School

agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**GOVERNANCE STRUCTURE**

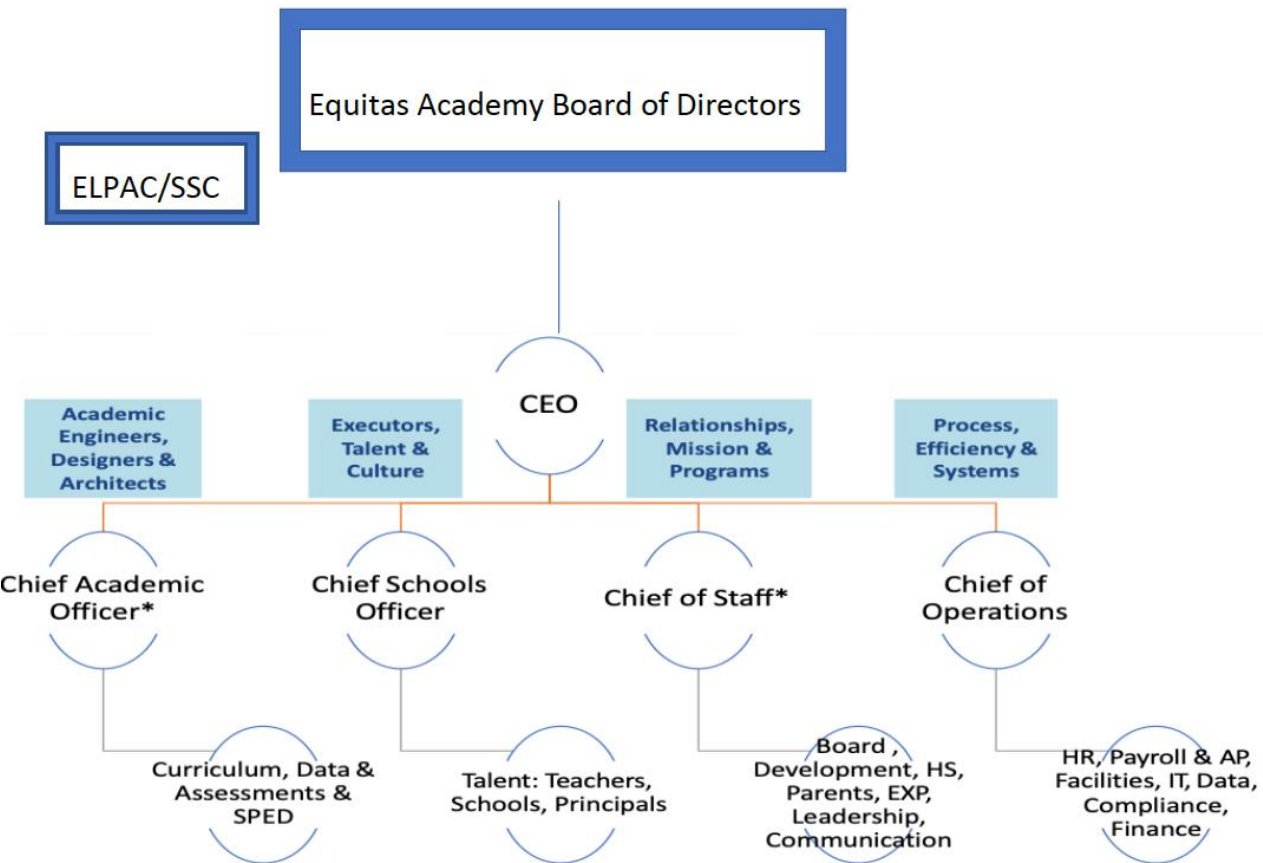
**EQUITAS ACADEMY 3’S GOVERNANCE STRUCTURE**

Equitas Academy 3 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.

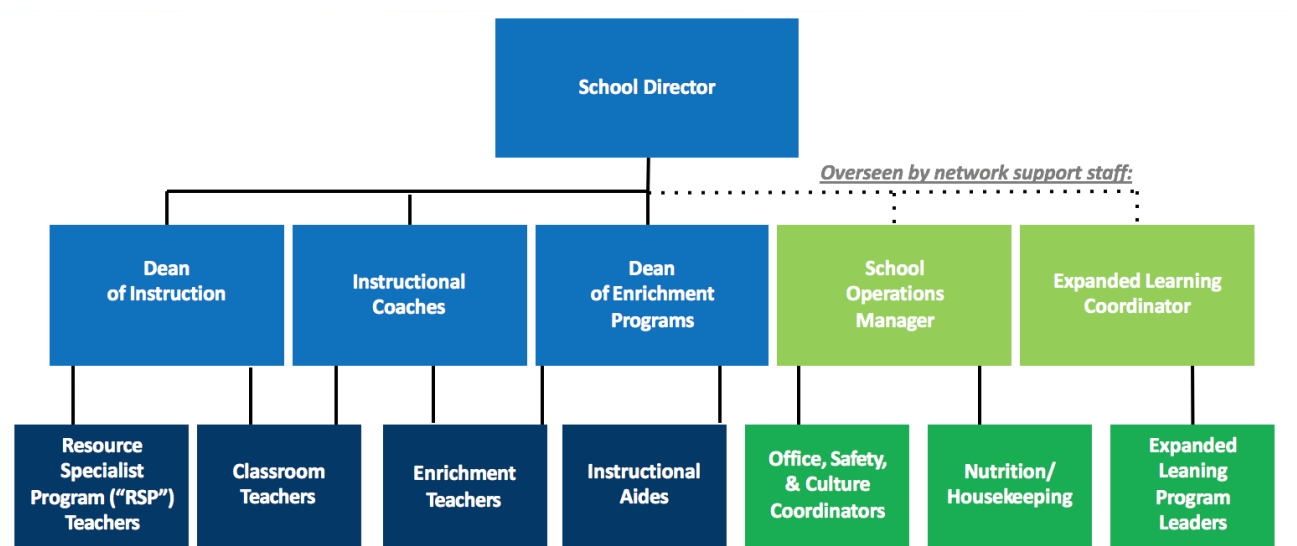
**Organizational Chart**

Our Network Senior Leadership Team includes the following:





Our school site organizational chart is included here



**Board of Directors**

Equitas Academy 3 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 perspective. 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.

As indicated in applicable governance documents, Equitas Academy Charter School, Inc. will comply with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act.

### **Board Meetings and Duties**

The Board meets once a month for at least ten months 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 at each school at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book located in the 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, Governmental 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 3 (and the other Equitas schools) including but not limited to the following:

- Ensure Equitas Academy 3 meets its mission and goals
- Monitor scholar achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the CEO;
- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve all contractual agreements in excess of \$100,000.00 in accordance with Fiscal Policies and

Procedures;

- 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 EQ3;
- 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 EQ3 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 EQ3 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 EQ3 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 EQ3's mission and vision. The School Director is responsible for providing instructional leadership in hiring, training, and evaluating (in collaboration with 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 3 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. EQ3 utilizes 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 9 members, selected by their peers, as follows:

- 3 Classroom teachers
- 1 Other school staff member
- 5 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), EQ3 has an English Learner Advisory Committee (ELAC) as it has 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.

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## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

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

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

## **EMPLOYEE POSITIONS AND QUALIFICATIONS**

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

#### **CAO (Network)**

The Chief Academic Officer (CAO) is responsible for providing vision, management experience, and educational expertise for all Instruction at Equitas Academy 3's network of schools. The CAO will lead the organization in the planning, development, implementation, delivery, and evaluation of instructional programs for all scholars; provide decisive, dynamic leadership and supervision of curriculum and instruction, including special education, state and federal categorical programs, pupil services, program evaluation, and staff development; provide direction and inspiration for our continual improvement in academic content standards and assessment, teaching and learning, and professional development; and supervise, develop and evaluate the performance of staff including the School Directors.

#### *Leadership Skills and Characteristics*

- Demonstrated commitment to improving schools and driving education reform.
- Demonstrated qualities of leadership, ability to speak and write effectively, broad knowledge and skill in curriculum development and educational planning, with emphasis at the K-8 level.
- Demonstrated ability to plan and implement collaborative and team building processes, staff development programs, and to motivate teams and collaborate effectively.
- Experience managing teams across the functional areas, and across sites, to develop and implement systems and processes to increase the effectiveness and efficiency of a complex organization.
- Strategic systems thinker – able to see the big picture, evaluate risks, socialize concepts, and exercise authority
- Strong alignment with Equitas' mission and sense of awareness and ownership of action
- Tactical thinker able to develop implementation plans and see them to completion.

- Demonstrates ability to hire strong employees, motivate, and lead teams, and work effectively as part of a team.
- Knowledgeable of best practices in the field and able to disseminate those practices skillfully to stakeholders.
- Strong project management skills and ability to solve complex problems.
- Significant experience using data to drive academic achievement.
- Thrives in an entrepreneurial, fast-paced work environment; innovative thinker.
- Experience with building for scale, developing and/or implementing new systems and growing schools.

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

#### *Administrative Duties*

- Provide direction in the development and refinement of a strategic vision and plan for scholar learning and staff professional growth
- Work closely with the COO and School Directors in budget planning for school sites.
- Provide consultation and assistance to the CEO and Board in matters related to areas of assigned responsibility.
- Collaborate with the CEO to establish and accomplish organizational goals, objectives and strategic plans, exploring growth opportunities and identifying key risks and success factors.
- Foster a collaborative and results driven culture across the network of schools.
- Lead the schools in continuous improvement of programs and systems, including the development of school improvement plans and setting high expectations and standards for quality teaching and learning that align with mission and organizational culture.
- Participate in and positively influence regular School Director and Executive Team meetings; and partner with other instructional staff to plan and deliver high impact network-wide and site specific professional development with focus on instructional practice and scholar results, culture building and effective staff retention.
- Supervise the Special Education Departments and work with the Director, Special Education and the Education Team to develop, implement and monitor general education intervention programs using the RTI Model for all scholars.
- Support School Directors in developing, implementing, and evaluating advisory and intervention programs.
- Oversee the use of data to inform instructional practice.
- Promote effective, two-way communication, collaborative planning and problem solving, innovative thinking, organizational efficiency, and accountability within the educational teams and across functional areas.
- Supervise, develop, and evaluate the performance of School Directors and other direct reports; plan, assign, and direct the work flow and set priorities; coach and motivate employees towards continual improvement.
- Prepare, monitor, and revise budgets to maintain fiscal accountability and program quality for all assigned programs and services. Plan with and through School Directors a system for providing instructional resources linked to the curriculum which may include media, technology, textbooks, supplies, etc. resulting in facilitation of the total instructional program.
- Guide the development of plan writing activities including the local education plan, school site plans, school accountability report cards, safe school plans, and various grant-writing tasks.

- Serve as liaison between the organization, LAUSD, and educational partners, including state, county, city, businesses, colleges, universities, and parents.
- Advise the Board, CEO, and the entire school community of the educational issues that are emerging and long-range implications for Equitas in order that management and its staff are adequately prepared for changes.
- As a member of the Executive Team, assist in setting the organization's overall strategic direction.
- Work with the CEO in the development and revision of educational policies for recommendation to the Board.

#### *Minimum Educational Qualifications*

- Bachelor's Degree Required
- California Teaching Credential Required
- Master's or Doctorate in Curriculum, Instruction, 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 EQ3 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 Chief Schools Officer 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 Equitas Academy 3 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 EQ3 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**

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

### **Dean of Enrichment Programs**

The Dean of Enrichment Programs provides strategic leadership to the Enrichment Team of the Elementary School. The Dean of Enrichment Programs will support and develop the Enrichment Teachers and Instructional Aids, and act as part of the Elementary School's Leadership Team.

#### *Essential Responsibilities:*

- Plan and teach a reduced schedule of classes, including Enrichment and/or Literacy
- Coach and develop Enrichment Teachers and Instructional Aids, through observation and feedback, weekly one on one meetings, and team activities
- Plan and deliver professional development to the team
- Oversee the planning and execution of Enrichment performances and exhibitions, including parent involvement
- Connect and integrate Enrichment with school academic program
- Knowledge of planning for Common Core Standards
- Attend grade level and school leadership team meetings
- Support School Director with professional development planning, arrival/dismissal, Operations planning, and behavior management when appropriate
- Act as main point of contact for school in the event of School Director's absence
- Actively participate in leadership training and development
- Actively participate and/or supervise academic intervention teaching
- Other duties as assigned by School Director

#### *Key Qualities and Expectations:*

- Works collaboratively with colleagues to deliver on the Mission
- Builds strong relationships with scholars, staff and families
- Thrives on reflective feedback and coaching
- Demonstrates perseverance in the face of adversity
- Doesn't give up on scholars
- Maintains high expectations at all times
- Warm/Strict management with scholars
- Maintains open, transparent communication with team
- Believes every adult is accountable for every scholar's success
- Demonstrates leadership through creative problem solving and building capacity of staff

- Believes in educating families on how to advocate for their child's success

*Minimum Qualifications:*

- At least 3 years of teaching experience, preferably as an Enrichment teacher
- Experience coaching and giving feedback

## **Teachers**

Equitas Academy 3 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 measureable 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:
  - At least 24 units in early childhood education, or childhood development, or both.
  - 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).
  - 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 EQ3'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

### **Expanded Learning Coordinator**

Under the supervision of the Director of Expanded Learning, the Site Coordinator is responsible for the implementation and oversight of the Expanded Learning program. Responsibilities will include supervision of all program staff, program activities, educational, recreational, counseling, and sports.

#### *Responsibilities:*

- Supervises and evaluates all Expanded Learning Program Leaders at the individual site.
- Participates in interviews, selection, assignment, and orientation of program staff.
- Assigns and monitors program leader tasks.
- Meets with staff on a regular basis, including one on one check-ins and group meetings.
- Assists the Director of Expanded Learning to ensure that all government contract and ASES standards are met at all times.
- Develops and supervises staff activities, including staff development and training.
- Works with the Director of Expanded Learning to ensure the implementation of an enriched curriculum.
- Acts as program liaison to schools, law enforcement, and other community agencies.
- Monitors and requests adequate instructional supplies for the program.
- Ensures that staff turn in lesson plans and other paperwork in a timely manner.
- Reports regularly to the Director of Expanded Learning with issues of concern that need immediate attention.
- Nurtures respectful relationships with scholars, staff and families
- Carries out mission, vision, and values of Equitas Academy
- May perform other administrative duties as assigned by the Director of Expanded Learning

#### *Qualifications and Experience:*

- AA degree or 60 semester units completed with at least 24 units in Child Development, Human Services, Recreation or related field, plus 3 units in Administration; BA preferred
- At least two years experience working with youth and families required.
- Experience supervising after-school programs in a leadership position required.
- Criminal clearance, including fingerprints and TB Test
- Current CPR and 1st Aid Certificate within 3 months of employment.
- Bilingual English/Spanish highly preferred

#### **Expanded Learning Program Leaders**

The Expanded Learning Program Leader assists in the coordination and implementation of the day-to-day operations of the Expanded Learning Program. The program contains daily tutoring, homework, enrichment, and physical activities components.

#### *Responsibilities:*

- Assist with planning of the Expanded Learning Program (supervision and implementation).
- Assist with the development and implementation of curriculum, assessments, and reporting.
- Prepare, plan and develop a schedule and lesson plans that are consistent with the mission of Equitas Academy.
- Maintain high expectations for student behavior.
- Enforce Equitas Academy's positive discipline policies.
- Follow policies and procedures for health, safety, and nutrition.
- Maintain open lines of communication with staff, parents, and other stakeholders.
- Perform other duties as assigned.

*Qualifications and Experience:*

- A.A. degree OR two years of college (at least 48 units) required
- BA preferred
- At least six months experience working with and supervising children preferred
- Bilingual English/Spanish preferred
- Criminal clearance, including fingerprints and TB Test
- Current CPR and 1st Aid Certificate within 60 days of employment

### **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 Coordinate and Program Leaders). These roles collectively are responsible for the daily operations of the front office, nutrition, 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 or 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
- Prior experience in urban communities preferred

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## ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

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

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, 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 provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

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

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

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

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

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

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

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

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

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

#### **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **CUSTODIAN OF RECORDS**

The Chief Operations Officer will serve as the Custodian of Records for Equitas Academy 3.

### **STUDENT HEALTH AND WELLNESS**

At EQ3 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, including dance and yoga.

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## ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

### **COURT-ORDERED INTEGRATION**

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

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

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

### **RECRUITMENT METHODS**

Equitas Academy 3 is very well known in the Pico-Union community we serve. Currently, we have more than 180 students on the wait list for EQ3 with another 530 on the TK-4 wait list at Equitas Academy; in other words, the community is already well-aware of Equitas and regards 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:

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

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## ELEMENT 8: ADMISSION REQUIREMENTS

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

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

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

### **HOMELESS AND FOSTER YOUTH**

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

Charter School shall comply with all applicable 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, 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 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 3 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 3 enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Equitas Academy 3 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 EQ3. 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>52</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.

## **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 member of the staff who that 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

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<sup>52</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.

(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 wait list 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 wait list 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.

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## ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

### **ANNUAL AUDIT PROCEDURES**

Each fiscal year an independent auditor will conduct an audit of the financial affairs of EQ3 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 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.

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## ELEMENT 10: STUDENT SUSPENSION AND EXPULSION PROCEDURES

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

### **GENERAL PROVISIONS**

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - B. Was the misconduct a direct result of Charter School’s failure to implement 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, 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**

Equitas 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. EQ3 uses 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 of the provisions of prevailing state and federal laws and regulations.

Upon enrollment and at the beginning of each school year, EQ3 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 consequence 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.

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 scholar, 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 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 terrorist 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.

## GROUNDS FOR 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.

In accordance 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. 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 EQ3 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, 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 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 packet while waiting for the hearing.

### **Expulsion Procedures**

The expulsion hearing will be presided over by an Administrative Panel appointed by the CEO, and presided over by an administrator from another charter school appointed by the CEO.

The 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 in order to ensure impartiality. After the expulsion hearing, a Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the School Director to summarize the evidence adduced at the hearing by the Administrative Panel to substantiate the expulsion decision. Prior to the Administrative Panel hearing, the School Director will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the scholar and the scholar's parents at least 10 calendar days before the date of the hearing. The hearing will be held in closed session unless the parent or guardian of the scholar makes a written request for a public hearing at least five days prior to the hearing. This notice will include:

- 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.

- Right of postponement
- 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
- Presentation and cross examination of witnessed and other evidence
- Information regarding reasonable accommodations and language support

A written record of the hearing will be taken by a member of the Administrative Panel. The decision of the Administrative Panel shall be in the form of written findings of fact within ten days and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program. Following a decision of the Administrative Panel to expel, the School Director shall send written notice of the decision to expel, including the adopted findings of fact, to the scholar or parent/guardian. A decision to expel 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 from a protected witness.

The final notice shall also include the following:

- Notice of 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 Director 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 circumstance 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**

Parents will be notified by the School Director through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a scholar's 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 ten 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 ten working days 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 Governing Board and the family will have a meaningful opportunity to be heard in the appeal process. For a scholar who is not reinstated upon appeal, the family will be sent written notification by the School Director, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the Equitas Academy Charter School, Inc. Board of Directors will be impartial and final. EQ3 will create and maintain records of the expulsion proceedings and make audio records and written findings available to scholars/parents and provide post expulsion support to expelled scholars and their families to facilitate continued access to education. If the expulsion is appealed and overturned, the school will reinstate the student fully with no further consequences.

## **REHABILITATION PLANS**

### **Reinstatement and Readmission**

Pupils who are expelled from EQ3 shall be given a rehabilitation plan upon expulsion as developed by Administrative Panel at the time of the expulsion order, 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 EQ3 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 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, in which case the School Director will recommend the student not to be readmitted. 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. EQ3 is responsible for reinstating the scholar upon the conclusion of the expulsion period.

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## **ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS**

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

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

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

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, 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 EQ3 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 complies with all policies and procedures for payroll reporting. Employees accumulates 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 are responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

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## ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

As a school of choice, Equitas Academy 3 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.

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## ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

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

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## ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

### **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 §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, 20<sup>th</sup> Floor

Los Angeles, California 90017

*Malka Borrego, Founder and CEO  
Equitas Academy 3 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

*Malka Borrego, Founder and CEO  
Equitas Academy 3 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**

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

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter 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(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, 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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

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

### **Notification of Closure Action**

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

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

within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 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 Equitas Academy 3, the school's closure agent will be Equitas' COO.

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## ADDITIONAL PROVISIONS

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### **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 1<sup>st</sup> 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 30<sup>th</sup> 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 the Board of Education of the City of Los Angeles 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.
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. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

#### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

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

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

#### **Hold Harmless/Indemnification Provision**

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

#### **FISCAL MATTERS**

##### **District Oversight Costs**

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

##### **Cash Reserves**

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

### **Third Party Contracts**

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

### **Special Education Revenue Adjustment/Payment for Services**

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

### **Student Body Funds**

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

### **Audit and Inspection of Records**

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,

- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

#### **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). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

# ADDENDUM

## Assurances, Affirmations, and Declarations

Village Charter Academy (also referred to herein as “Village” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (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(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

### **ACADEMIC CALENDAR AND SCHEDULES**

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

### **MATHEMATICS PLACEMENT**

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

### **TRANSITIONAL KINDERGARTEN**

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

### **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

### **WASC ACCREDITATION**

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

### **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access

to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

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

### **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.

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on

behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

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

- Monthly SESAC and Suspension data

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

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter

schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

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

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (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.

## **Element 4 – Governance**

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

## **GENERAL PROVISIONS**

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

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

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

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

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>53</sup>

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

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

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

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<sup>53</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

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



## **FEDERAL PROGRAM COMPLIANCE**

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

### **Element 5 – Employee Qualifications**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

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

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

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

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

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

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, 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 provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

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

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

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

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

## **COURT-ORDERED INTEGRATION**

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

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

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

## **Element 8 – Admission Requirements**

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

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

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

## **HOMELESS AND FOSTER YOUTH**

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

Charter School shall comply with all applicable 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, 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.

## **Element 9 – Annual Financial Audits**

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. 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

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

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

### **GENERAL PROVISIONS**

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - B. Was the misconduct a direct result of Charter School’s failure to implement 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, and reinstatements, and make such outcome data readily available to the District upon request.

### **REHABILITATION PLANS**

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



when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

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

### **REINSTATEMENT**

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

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

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

## **Element 11 – Employee Retirement Systems**

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

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

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

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

## **Element 12 – Public School Attendance Alternatives**

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

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

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

## **Element 13 – Rights of District Employees**

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

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

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

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

## **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 §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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Village Charter Academy  
7357 Jordan Ave

Canoga Park, CA, 91303

- 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, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Village Charter Academy  
7357 Jordan Ave  
Canoga Park, CA, 91303

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

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

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

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(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(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, 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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

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

### **Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in

which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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



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

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

Notification of employees and vendors shall include:

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

Within 30 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.

## **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 1<sup>st</sup> 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 30<sup>th</sup> 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 the Board of Education of the City of Los Angeles 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.
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. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type

of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

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

## **FISCAL MATTERS**

### **District Oversight Costs**

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

### **Cash Reserves**

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

### **Third Party Contracts**

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

### **Special Education Revenue Adjustment/Payment for Services**

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

### **Student Body Funds**

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

### **Audit and Inspection of Records**

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

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

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

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

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

#### **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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)