



# **Equitas Academy 5**

## **New Charter Petition**

### **July 1, 2018- June 30, 2023**

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

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## ASSURANCES, AFFIRMATIONS AND DECLARATIONS

**Equitas Academy 5** (also referred to herein as “[short form of school name]” 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).)*

## A. GENERAL INFORMATION

<b>1. <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:	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:	106
The grade level(s) of the students in the first year will be:	TK/K
Charter School's scheduled first day of instruction in 2018-2019 is:	September 4th, 2018
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:	7:30 a.m. - 3:30 a.m.
The term of this Charter shall be from:	<b>July 1, 2018 to June 30, 2023</b>

## **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).)

## **B. COMMUNITY NEED FOR THE PROPOSED CHARTER SCHOOL**

### **Introduction**

Equitas Academy Charter School, Inc. (herein referred to as “Equitas Academy Charter Schools,” “CMO,” “Network,” or “Equitas”), located in the Pico-Union area of Los Angeles, California currently serves approximately 450 students in its flagship elementary school (Equitas Academy) in grades TK-4; 400 students in its middle school (Equitas Academy 2) in grades 5-8; 270 students in its second elementary school (Equitas Academy 3) in grades TK-2; and 100 students in its second middle school (Equitas Academy 4). We propose to add one more school, Equitas Academy 5 to our network of schools.

Equitas Academy received its charter from the Los Angeles Unified School District, and opened its doors in the fall of 2009. It has historically demonstrated high academic achievement with an API that exceeded 800 during its operation, 2010/2011/2012. The school's population is over 90% Latino with demographics that mirror the Pico-Union area. It has proven that a strong culture, a mentality of "no excuses" and family, student and staff dedication can lead to academic success.

Over the next several years, Equitas Academy Charter Schools will successfully expand into a network of schools. To accomplish this growth, Equitas Academy Charter Schools will focus on the following four steps:

- I. Articulate Core Beliefs for Replication**
- II. Replicate Strategically**
- III. Build a Network Central Office**
- IV. Ensure Accountability At All Levels**

#### **I. Articulate Core Beliefs for Replication.**

To fulfill its mission, Equitas Academy has successfully executed on five core beliefs to meet the rigorous standards they hold for their school and students:

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

These beliefs guide all curriculum and instruction, student and staff expectations, and community outreach at the flagship school, and has guided the launch of our most recent schools as well as our proposed future elementary school, Equitas Academy 5.



## **II. Replicate strategically.**

The core beliefs of high academic expectations, strong leadership, rigorous program and intentional supports, outcomes driven instruction and mission-driven community will be first in foremost in the strategic replication of schools. Likewise, the strong school culture which is vital to the success of Equitas Academy Charter Schools will be implemented at each school. Equitas will focus replication specifically within the Pico-Union area of Los Angeles, deepening its roots in the community.

## **III. Build a Strong Network Central Office.**

A strong network, known as Equitas Academy Charter Schools, will provide support services to all network schools. The network will be led by founding leaders that will ensure that the schools and its leaders have the resources and support needed to fulfill the network's overall mission. The network central office will remove barriers from schools and among other services, provide leadership development and academic guidance to Equitas school leaders.

## **IV. Ensure Accountability At All Levels.**

Equitas believes in holding staff accountable, proper governance and a strong performance management system will ensure that students are obtaining a high quality education and become self-motivated, competent and lifelong learners. Strong test scores, long student wait lists, high teacher retention, and positive parent surveys will continue to demonstrate the strength of the Equitas Academy Charter Schools network. Over the next five years with the instructional and operational support of a growing network central office, the proposed elementary school will become stronger in its student achievement results.

## **Educational Program**

Equitas Academy Charter Schools provide an environment that maximizes the opportunity for academic and life success for every student. The Equitas model upholds a rigorous academic program and serves the specific academic and developmental needs of students 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, students 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 students 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 Academy Charter 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 student.*
- 2. Equitas engages and grows competent and experienced school leadership and staff.*
- 3. Equitas offers a rigorous academic program with intentional student supports.*

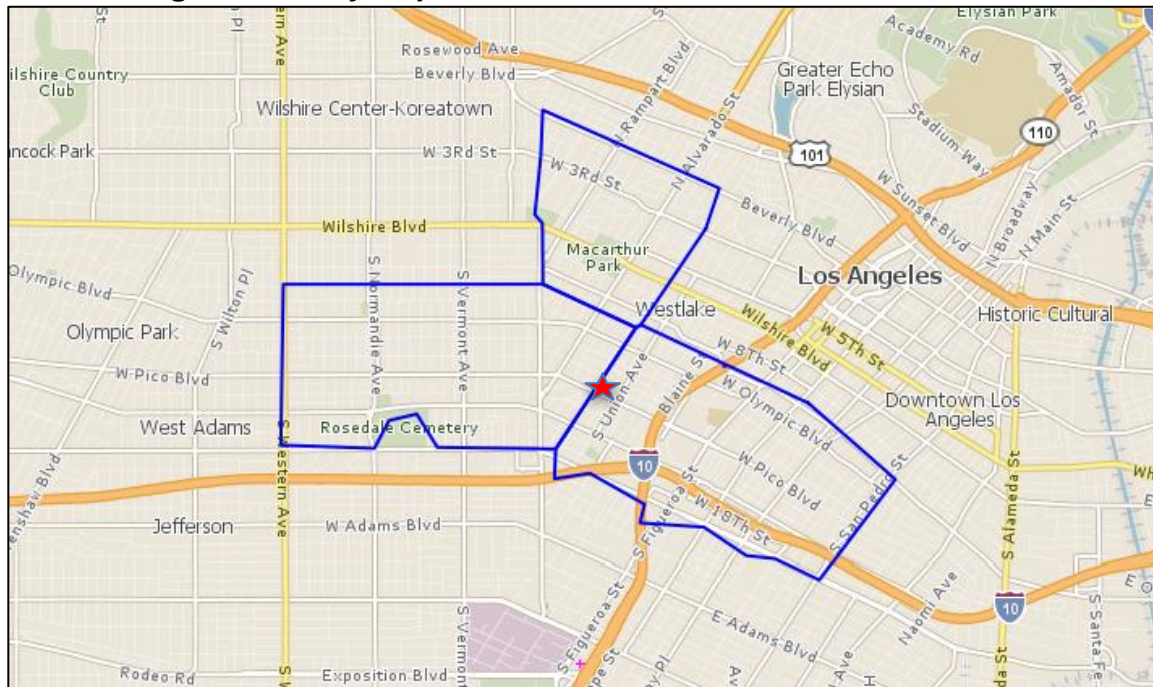
4. *Equitas provides clear standards, research-proven curriculum, and frequent assessments.*
5. *Equitas is a mission-driven school community.*

The proven success of our model is helping to demonstrate that all children, including those who are English Learners, socio-economically disadvantaged, 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.

## 2. TARGET NEIGHBORHOOD

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>1</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

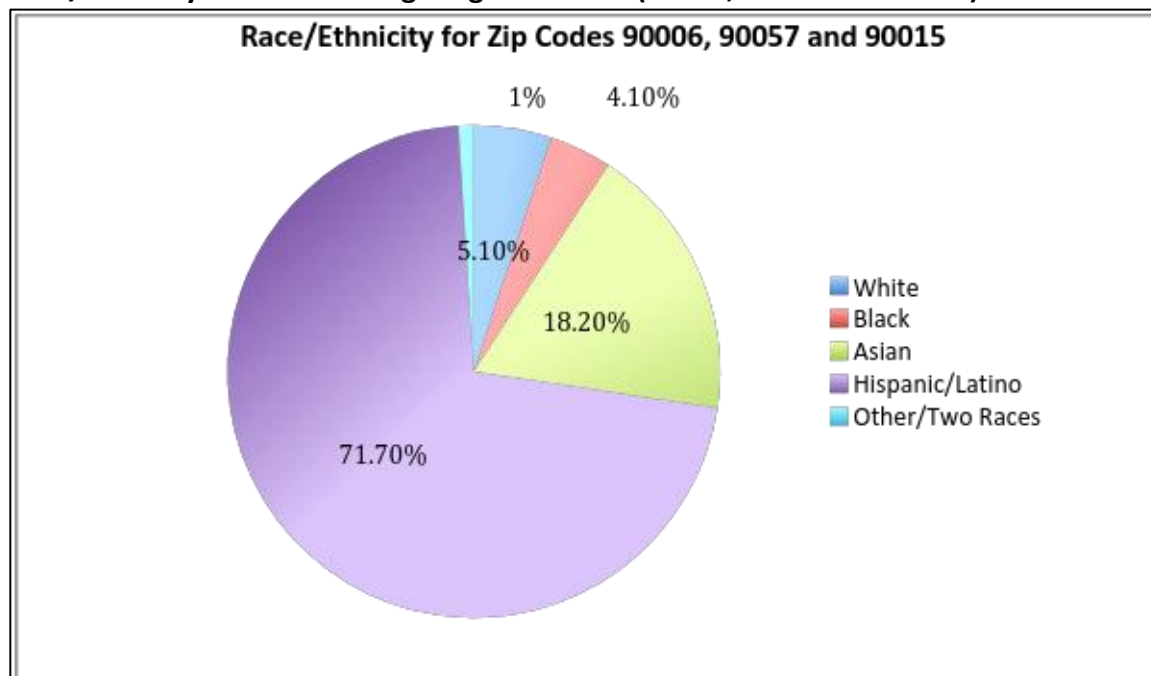


Source: [healthycity.org](http://healthycity.org)

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<sup>1</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.

### 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. (factfinder.census.gov 2010 census). 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). (Ibid.) 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: according to the 2010 census, between 42% and 50.4% of families with children under 18 lived below the federal poverty line in the preceding 12 months. For a family of four, the 2013 federal poverty guideline is just \$23,550; as illustrated below, significant numbers of families make well below \$15,000 or less each year:

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

<i>Income Comparison</i>	<i>90006</i>	<i>90057</i>	<i>90015</i>
<i>Total Population</i>	<b>59185</b>	<b>44998</b>	<b>18986</b>
<i># Households</i>	<b>18107</b>	<b>15545</b>	<b>6764</b>
<i>Income Level</i>			
<i>&lt; \$15,000</i>	<b>20.5%</b>	<b>22.1%</b>	<b>12.9%</b>
<i>\$15,001 - \$24,999</i>	<b>20.3%</b>	<b>23.1%</b>	<b>9.1%</b>
<i>\$25,000 - \$49,999</i>	<b>34.8%</b>	<b>34.1%</b>	<b>16.7%</b>
<i>\$50,000 – \$99,999</i>	<b>20.2%</b>	<b>17.2%</b>	<b>5.7%</b>
<i>\$100,000+</i>	<b>4.1%</b>	<b>3.4%</b>	<b>5.5%</b>
<i>%age of Families with Children Under 18 Below Fed. Poverty Level in Preceding 12 months</i>	<b>47.1%</b>	<b>50.4%</b>	<b>42%</b>

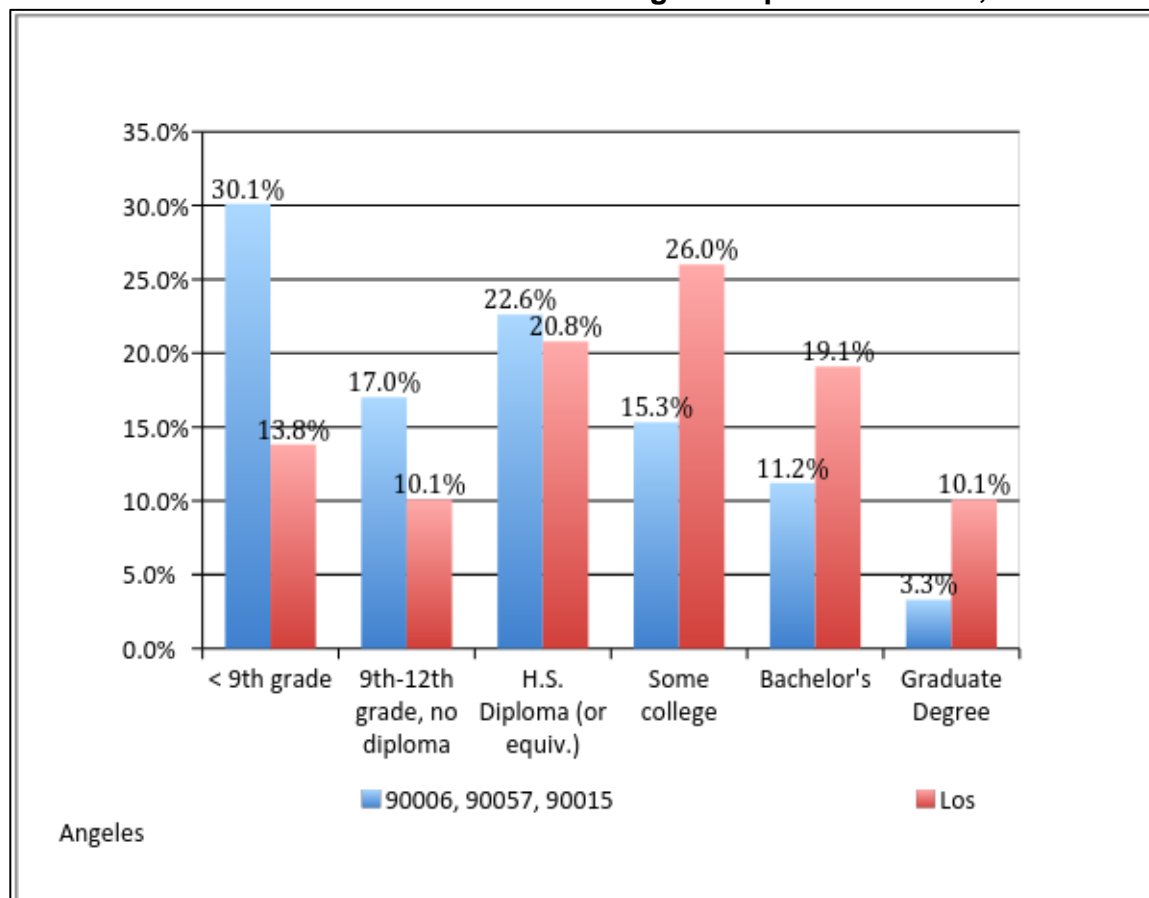
Source: [factfinder2.census.gov](http://factfinder2.census.gov) (2010 census).

In addition to residing in an economically impoverished community, Pico Union residents lack educational attainment: 47% do not have a high school diploma (including 30% of adult residents having less than a 9<sup>th</sup> grade education). Only 14.5% have at least a Bachelor's degree, less than half the rate city-wide (29.2%). It is well-documented that students from families with low levels of parental educational attainment are at a greater statistical risk of dropping out.<sup>2</sup>

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<sup>2</sup> Hammond, C., et al., (2007). *Dropout Risk Factors and Exemplary Programs*. National Dropout Prevention Center Network.

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



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. In a six month period between February and August 2013, according to the Los Angeles Times there were 135 reported violent crimes (the 38<sup>th</sup> highest frequency out of 209 neighborhoods tracked by the paper) and 324 property crimes; the adjacent Westlake area (in zip code 90057) was ranked 33<sup>rd</sup> that same time period with 410 violent crimes and 909 property crimes. In other words, our students 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.

### **3. HOW EQUITAS ACADEMY 5 WILL MEET COMMUNITY NEED**

Equitas Academy 5 is a direct response to the need for more educational options for the residents of Pico-Union. Currently, Equitas Academy (grade TK/4) and Equitas Academy 3 (grades TK/2) have waiting lists of 430 students interested in attending those schools.

Equitas Academy 5's design will provide a small school environment with individual attention, strong relationships between staff and students, and close communication between school and home. Providing families with the choice to enroll their child(ren) in Equitas Academy 5 will allow families opportunities to involve themselves in the educational success of their child(ren), the ability to access a strong academic program, and aids in being part of the solution to increase educational attainment and opportunities in Pico Union.

Our most innovative practices include the college preparatory mission, our slow growth model, focus on core content areas of literacy, math, social studies and science, and intentional use of data to drive instructional decisions. Our model provides the blueprint for actualizing the mission and vision of Equitas Academy 5 and supporting students' strengths and needs. It lays the foundation for creating a school that personalizes the learning experience for each student, meets families' needs, and allows teachers more time to address the needs of each student. Through a small school setting and an individualized approach to learning, our model also best allows students with special needs or English Learners to progress academically within the regular education classroom. (See details below.)

Serving a population that is not traditionally college-bound, and too often does not have the core foundation to successfully complete secondary education and go on to pursue higher education, college preparation will be infused into every aspect of school life. The standards-based, Common Core-aligned curriculum will focus on the core skills and content area knowledge that students need to excel in college preparatory high schools on their road to competitive colleges and universities. Students will be immersed in literacy, the gateway for all future learning, and in a school language and culture that reveres and celebrates academic achievement. Students will be explicitly taught the importance of attending and graduating from college. Every classroom will feature college and university signage and decorations. Students will be addressed individually as scholars and collectively as the year they will graduate from college. Additionally, every year, students will visit colleges and universities and will tour the campus and sit in on classes. By exposing students 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 expect to dramatically improve the educational outcomes for the students of Pico-Union.

Because we want our students to strive academically as well as more broadly in the world around them, we will also expose them to as much of the wider world of art, music, recreation, and nature as possible. Such exposure is essential to helping students see the life that is possible for them (and for their communities) through their own perseverance and commitment.

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. The equal opportunity that a strong public education can provide, even to our most disadvantaged children, is at the core of our American dream. Based on our network's experience in working with the Pico-Union community, Equitas Academy 5 will be well-prepared to address the multiple challenges students bring with them to school and to help each and every student be well prepared for success in secondary school, post-secondary school and meaningful careers. In assessing the surrounding schools demographic and performance data, students may bring challenges in the areas of language learning as they are progressing through English language development and learning gaps as some students are performing below grade level.

## C. PROPOSED STUDENT POPULATION TO BE SERVED

### 4. TARGET STUDENT POPULATION

Equitas Academy 5 plans to serve elementary grades (TK-4). Based on surrounding schools data and our current elementary school enrollment, we expect that approximately 85-100% of our students will qualify for free or reduced price lunch, 40-85% will be English Learners, and 7-14% will be special education students.

### 5. FIVE-YEAR ENROLLMENT PLAN

Equitas Academy 5 plans to open in September of 2018 with Transitional Kindergarten and Kindergarten students. While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the terms of the charter:

Enrollment Roll-Out Plan					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TK/Kinder	106	106	106	106	106
Grade 1		106	106	106	106
Grade 2			106	106	106
Grade 3				95	95
Grade 4					87
TOTAL	106	212	318	413	500



## **D. GOALS AND PHILOSOPHY**

### **6. MISSION AND VISION**

Mission Statement: Equitas Academy 5 provides a structured, achievement-based community that prepares elementary students to graduate from four-year colleges and universities.

Equitas Academy 5 believes students must have access to an achievement-oriented learning environment, beginning in kindergarten (and transitional kindergarten) to ensure all students 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 students 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 students, 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 students 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 Equitas Academy 5 to become a reality, every decision regarding the educational program and philosophy centers on how to best drive student achievement by creating a small, safe and structured community enabling students the opportunity and support to reach the high expectations we hold for them.

### **7. AN EDUCATED PERSON IN THE 21ST CENTURY**

Beginning with kindergarten (including TK), Equitas Academy 5 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 students, and is infused into every aspect of school life. The curriculum focuses on the core skills and content area knowledge that students need to excel in middle school and college preparatory high schools on their road to competitive colleges and universities. Students are immersed in literacy, the gateway for all future learning, and in a school language and culture that reveres and celebrates academic achievement. Students are explicitly taught the importance of attending and graduating from college. Every classroom features college and university signage and decorations. Students 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, students visit colleges and universities, tour the campuses, and sit in on classes. By exposing students 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 students 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* students 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 students 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 student achievement.

We believe that college preparation starts on a child’s first day of primary education. Young students 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 students 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 students 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 students 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 students are exposed to the arts through dance, yoga, art, music, and technology.

We believe that the achievement gap that begins in schools throughout LAUSD and the nation in elementary schools can be overcome through strategies such as those used by LAUSD’s highly acclaimed fifth grade teacher at Hobart Elementary, Rafe Esquith.<sup>3</sup> He has proven that hard work, good teaching, and strong character development pave the road to college.

*“Academic excellence is not the province of any one group; rather it is a standard, a level of achievement to which students can aspire regardless of race, ethnicity or social class. It is a common ground and therein lies the power.” – Rafe Esquith<sup>4</sup>*

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<sup>3</sup> Rafe Esquith has published several books including, *Real Talk for Real Teachers*; *Lighting Their Fires*; *There are No Short Cuts* and *Teach Like Your Hair is On Fire*, detailing his teaching philosophy and successful strategies used over 30 years at Hobart Elementary in the Pico Union neighborhood. Malka Borrego, our Founder and Executive Director, also taught at Hobart Elementary. Mr. Esquith has provided guidance and advice to Ms. Borrego in many areas as Equitas Academy was designed and established and has been an important mentor to Ms. Borrego.

<sup>4</sup> Esquith, R. (2003). *There Are No Shortcuts*. NY: Random House.

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 5 strives to ensure students who matriculate from fourth grade are prepared for the challenges of college preparatory middle and high schools, to provide students 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, students 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* students 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 students succeed in learning at high levels. In *Good to Great*, Jim Collins<sup>5</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 students 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 its students, Equitas Academy 5 ensures all students are educated for the demands and opportunities of the new century.

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<sup>5</sup> Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap... and Others Don't*. New York: Harper Business.

## 8. HOW LEARNING BEST OCCURS

To meet our students' 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 student 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 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>6</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>7</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.

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<sup>6</sup> Gagne, R. (1985). *The Conditions of Learning*. (4th ed.). New York: Holt, Rinehart & Winston.

<sup>7</sup> Vygotsky, L. (1978). *Mind and Society: The Development of Higher Mental Process*. Cambridge, MA: Harvard University Press.

Bandura's social learning theory adds to Vgotsky'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 Vgotsky 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 testing leads to continuous student achievement."<sup>8</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>9</sup> with common systems of strong academics with student supports such as a longer school day and school year. Finally, Equitas Academy 5 draws inspiration from Jim Collins acclaimed book, *Good to Great*,<sup>10</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 Equitas Academy 5, we are working toward greatness for each student and for the school as an organization through the discipline of mission focus.

## **9. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT AND LIFELONG LEARNERS**

Research and learning theory have informed our program framework as the Equitas Academy 5 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 students 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 students to meet academic standards articulated through California content standards proficiency, develop strong character values, and academic stamina in order to meet student's own personal goals.

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<sup>8</sup> Carter, S. (2000). *No Excuses: Lessons from 21 High-Performing Schools*. Heritage Foundation, Washington, DC.

<sup>9</sup> Thernstorm, A. & Thernstorm, S. (2003). *No Excuses: Closing the Racial Gap in Learning*. Simon & Schuster Paperbacks. New York, NY.

<sup>10</sup> Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap... and Others Don't*. New York: Harper Business.

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 the first Equitas Academy school, 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 informed by the No Child Left Behind Act of 2001 and its focus of accountability, standard-based curriculum, and high expectations with measurable goals. Specifically:

1. *We hold high academic and behavioral expectations for every student.*
2. *We engage and grow competent and experienced school leadership and staff.*
3. *We offer a rigorous academic program with intentional student 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 student.**

Equitas has developed a school culture that is achievement-oriented and is built on strong and universal values. The school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest<sup>11</sup> are explicitly taught and assist students 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 students 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>12</sup> Each and every adult at Equitas Academy 5 believes that all students are college-bound by holding students 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 students are expected to meet or exceed grade level standards, if a student does not meet passing

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<sup>11</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>12</sup> Rothman, R. (1996). *Organizing for Results*, National Center on Education and the Economy.

scores on assessments, multiple supports are put in place to work with the student until he or she has mastered the material. Equitas Academy 5 will formally recognize and celebrate students 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 students 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 students 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 students with their homework.

Because we believe this daily reinforcement of skills and content taught during the school day is critical to students' academic growth, we have structured supports within the day to aid its completion. For example, if students do not complete homework they miss "choice time" at the end of the day. "Choice time" provides students 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 students in learning. Equitas Academy 5 will have high standards for student 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 students feel safe and successful while being held to high standards of behavior at all times. A strong school culture is the foundation of student discipline, utilizing student engagement strategies. Behavioral expectations are consistent from classroom to classroom.

All students are expected to wear uniforms <sup>13</sup>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, students 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 students, and poor behavior choices are addressed quickly, effectively, and in developmentally appropriate ways.

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<sup>13</sup> Charter School provides all students with a logo uniform upon admission to the school. The free uniform provided to each student includes a logo colored dress shirt, tie, pants, and sweater. If families need assistance with access to more uniform items, Charter School provides families with access to additional uniforms.

The school day is structured and transparent so that students understand how to adhere to school routines. When necessary to redirect and correct student behavior, teachers are trained in common student discipline techniques. Teachers manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students 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 students engage in positive interactions with teachers and with one another throughout the school day. It also provides the necessary tools to guide students' 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. Students 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 students what is expected and celebrated at Equitas Academy 5. Students 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 students.

Character education is explicit at Equitas Academy 5 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, Dean of Student Services and Curriculum Specialist. The goal of this curriculum is to have students internalize and utilize the school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest.<sup>14</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. Equitas Academy 5 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>15</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.

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<sup>14</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>15</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.



### *Senior Leadership Team*

Equitas has a centralized management and support structure for all of our schools in the Equitas Network (aka “Equitas,” “Equitas Academy Charter Schools,” “CMO” or “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 student 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 student information systems.

The **Vice President of Talent and Strategy**: recruits the high quality educators and candidates for our school and organization, and is responsible for attracting, developing, and retaining a highly-talented, diverse team of teachers and staff with strong growth mindset and commitment to our mission, and ensuring the organization and its departments have well-defined goals, clear strategies, and effective processes to monitor progress and achieve our annual and long-term goals.

### *Network Support Roles*

Leadership and support roles reporting to the Senior Leaders, including:

**Curriculum Specialist(s):** develops the Common Core aligned curriculum for our schools, develops network assessments K-8, provides professional development to our school directors, teachers and para-professionals on the Common Core State Standards and any adopted curriculum, develops the lesson plan template to ensure high quality instruction that is assessment-based and student-centered.

**Director of Special Education:** is co-responsible with the School Directors for the coordination of Special Education services at all of our schools, completing all compliance reports, coordinate IEP's and complete LAUSD SPED checklist. Equitas hires its Special Education staff including Para- professionals (i.e. Instructional Aides), and consultants, and has fiduciary responsibility for meeting all IDEA requirements. Our Director of Special Education also provides Professional Development to our general education classroom teachers, RSP teachers and Instructional Aides on methods to identify students with special needs, and how to support SPED students through a co- teaching, push-in model. A push-in model holds teachers accountable for student learning, supports the student with a co-teacher, and de-stigmatizes the student because instruction takes place in a mainstream classroom, supported by a specialist to ensure the student's IEP needs are being addressed.

### *School Staff*

Equitas Academy 5's **School Director/School Leader/Principal** (School Site) will focus on daily issues of teaching and learning. Having a School Director solely devoted to improving instruction and supporting teachers and students 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 student 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 **Director of Operations**.

**Teachers** at Equitas Academy 5 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 highly qualified as required by the Every Child Succeeds Act (ESSA).

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 students/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 participate in performance-based compensation determined by student academic progress and school leadership evaluations. 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 5 is designed to ensure that appropriate staffing and operations support all facets of our program.

### **3. We offer a rigorous academic program with intentional student supports.**

Equitas Academy 5 offers rigorous academic programming beginning in the youngest grades to ensure a foundation of skills that sets students 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. Students benefit from longer literacy and math instruction in the primary years. Specific attention and longer instruction in literacy ensures students 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. Students 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 students 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 Equitas Academy 5 is to provide teachers more time to teach and support students, and to provide more time for students to learn and advance. More access to effective instructional time increases learning. As noted above, students attend Equitas Academy 5 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>16</sup> examines several studies that explore the question of whether extending learning time for students 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>17</sup>

Beyond providing a longer school day, Choice Time is provided for students who do not adequately complete daily assignments and voluntarily for students 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 students 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 students that their bilingual capacities are attributes and gifts, as well as assets. We recognize our students 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.**

Clear standards ensure learning is focused on the specific skills and content knowledge that students 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 student, by defining the knowledge, concepts, and skills that students should acquire at each grade level,”<sup>18</sup> as well as the Common Core State Standards and, going forward as they are implemented, the newly approved Next Generation Science Standards. The Curriculum Specialist guides and supports 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.

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<sup>16</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>17</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).

<sup>18</sup> California Department of Education Content Standards can be accessed at <http://www.cde.ca.gov/be/st/ss/>.

### ***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 student mastery, teachers use an instructional approach often referred to as “I do,” “We do,” “You do”<sup>19</sup>. Teachers begin by making a connection to the student’s prior learning and directing the teaching to the lesson’s objective (“I do”). Students then move to practicing content with the teacher’s guidance (“We do”). After the teacher feels confident in the students’ understanding as a group, the lesson moves into individual student practice (“You do”).

Teachers also implement the use of a Unified Blackboard System<sup>20</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 students 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 students know and are able to write down their daily homework assignment.

Students 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 5 utilizes curricula with a proven track record and research base. Using state adopted curricula that are standard-based ensures students have access to standards-aligned, research-proven instruction.

### ***Frequent Assessments***

Assessment is essential for measuring students’ academic needs and ensuring that all students are mastering the learning standards. At the beginning of every school year, incoming students 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 student mastery. These assessments also enable us to identify students who may need extra help 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 students every trimester. Teachers use these periodic assessments to measure how well students are mastering the standards. Teachers meet with their coach after each assessment to discuss the results and to create an action

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<sup>19</sup> <http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

<sup>20</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.

plan when re-teaching is necessary. Student performance data drives whole class instruction, small group work, and one-on-one tutoring. Interim assessments allow teachers to effectively assess students' skill needs and target instruction and support to address specific deficiencies. By continuously using data to drive instruction, the academic needs of every student are met. A thoughtful, sequential series of frequent assessments (see Element 3 for details on assessments) continuously informs leadership and staff as to the efficacy of the instructional program and student supports, and guides all decisions in a time-effective and proactive manner for every student.

## **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 students. Teachers are hired because of their unwavering belief that students can learn and achieve at high levels and their demonstrated capacity that they can deliver on this belief. Teachers are committed to the planning and delivery of standards-based lessons daily, as well as providing daily, individualized academic support as needed. 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, Equitas Academy 5 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 students 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.

### ***Students***

With supports, students embrace the strong school community environment and demonstrate the school mission through their academic performance, internalization of the school's core values and involvement in the community. Our students manifest the academic, behavioral and leadership goals of the school. From the first day of school, students set academic and personal goals. Teachers communicate with students on a daily, weekly, and on a trimester basis regarding their personal goals. In addition, parent-teacher-student conferences are held twice annually to ensure that teachers, students and parents are communicating about the student's progress and any concerns that may arise. This helps to motivate students 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 follow our students 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 students, participate in high school and college chats and mentor members of the current student 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 students 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 students and their families feel a powerful sense of belonging, which in turn helps to motivate them to work hard and succeed.

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

Equitas Academy 5 will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school's annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.



TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:  <i>CALPADS Report, Teacher Credentials</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All core subject teachers will be appropriately assigned and credentialed in the subject areas and for the pupils they are teaching.	Annual review of teacher credentials. (CALPADS Credential Report)	100% compliance	100% compliance	100% compliance	100% compliance	100% compliance

ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:  <i>Annual Curriculum Inventory</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All students (including all statistically significant subgroups) will have access to standards-aligned (including CA CCSS and the academic content and performance standards) materials and additional materials as outlined in the charter petition.	Equitas Academy 5 will provide appropriate, standards- aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.	100% compliance	100% compliance	100% compliance	100% compliance	100% compliance

**FACILITIES MAINTENANCE**  
**STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:  <i>Daily spot checks; monthly safety inspection checklists and ongoing maintenance/repair logs; annual risk management inspections.</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
School facilities will be clean and maintained in good repair.	<p>Ensure risk management site inspections of campus by property and liability carrier.</p> <p>Train janitorial staff in use of site evaluation tool and hold follow-up meetings to ensure compliance.</p> <p>Correct all areas identified in need of repair or replacement.</p> <p>Ongoing maintenance and repair log, with monthly review by school administrator (Custodian; School Director)</p> <p>Safety inspection (monthly) of fire and earthquake, infrastructure, systems and procedures.</p>	100% compliance	100% compliance	100% compliance	100% compliance	100% compliance

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS  
STATE PRIORITY #2**

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:  <i>Teacher PD records, curriculum inventory, classroom observations.</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Equitas Academy 5 will fully implement state standards in all core subjects, including the CCSS in Math and ELA.	Teachers will participate in ongoing professional development led by the School Director, Curriculum Specialist, CAO and outside consultants (as needed) on the implementation of the CCSS and new state assessments schoolwide and for all subgroups (i.e. Socio-Economically Disadvantaged; English-Language Learners; Students with Disabilities, and Race/Ethnicity).	100% state standards implementation (including Math and Common Core implementation).	100% state standards implementation (including Math and Common Core implementation).	100% state standards implementation (including Math and Common Core implementation).	100% state standards implementation (including Math and Common Core implementation).	100% state standards implementation (including Math and Common Core implementation).

PARENT INVOLVEMENT STATE PRIORITY #3						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:  <i>Parent Satisfaction Surveys, parent attendance at workshops and events</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Equitas Academy 5 will celebrate a community of learners (Parents, Staff and Students) with parent involvement in workshops, activities and input opportunities.	<p>Parental involvement will be encouraged throughout the school. An annual survey will gather parent feedback on school responsiveness and communication.</p> <p>Equitas Academy 5 will formally communicate with parents about student progress on an ongoing basis (trimesterly) and provide weekly and daily feedback between school and home.</p> <p>The Equitas Academy 5 Family Leadership Committee (FLC) will engage parents in providing input on school decision-making and volunteer efforts.</p>	<p>At least 80% of parents will indicate satisfaction with opportunities for participation in school events and school life on an annual parent surveys.</p> <p>At least 85% of parents will attend at least two Charter School events each year; 95% will attend parent-student-teacher conferences.</p>	<p>At least 80% of parents will indicate satisfaction with opportunities for participation in school events and school life on an annual parent surveys.</p> <p>At least 85% of parents will attend at least two Charter School events each year; 95% will attend parent-student-teacher conferences.</p>	<p>At least 80% of parents will indicate satisfaction with opportunities for participation in school events and school life on an annual parent surveys.</p> <p>At least 85% of parents will attend at least two Charter School events each year; 95% will attend parent-student-teacher conferences.</p>	<p>At least 80% of parents will indicate satisfaction with opportunities for participation in school events and school life on an annual parent surveys.</p> <p>At least 85% of parents will attend at least two Charter School events each year; 95% will attend parent-student-teacher conferences.</p>	<p>At least 80% of parents will indicate satisfaction with opportunities for participation in school events and school life on an annual parent surveys.</p> <p>At least 85% of parents will attend at least two Charter School events each year; 95% will attend parent-student-teacher conferences.</p>

**STATEWIDE ASSESSMENTS**  
**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:  <i>CAASPP and other comparable standardized tests</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All students, including all subgroups (i.e. Socio-Economically Disadvantaged; English-Language Learners; Students with Disabilities, and Race/Ethnicity) will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.	<p>Provide highly qualified instructional personnel and Resource Specialists to implement high-quality instruction with continuous monitoring by the School Leader and Network personnel of instruction and student achievement data.</p> <p>Provide 23 days of professional development annually to support student achievement and college-readiness.</p>	No testing grades in Year 1 (TK/K only)	No testing grades in Year 2. (TK-1 only)	No testing grades in Year 3. (TK-2 only)	Establish benchmark.	School-wide and all subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).

**STATEWIDE ASSESSMENTS  
STATE PRIORITY #4: ASSESSMENTS**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:  <i>CAASPP and other comparable standardized tests</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All students, including all subgroups (i.e. Socio-Economically Disadvantaged; English-Language Learners; Students with Disabilities, and Race/Ethnicity) will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.	Provide highly qualified instructional personnel and Resource Specialists to implement high-quality instruction with continuous monitoring by the School Leader and Network personnel of instruction and student achievement data.  Provide 23 days of professional development annually to support student achievement and college-readiness.	No testing grades in Year 1 (TK/K only)	No testing grades in Year 2. (TK-1 only)	No testing grades in Year 3. (TK-2 only)	Establish benchmark.	School-wide and all subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).

**A-G COURSE/CTE COURSE OF STUDY COMPLETION RATE(S) [HIGH SCHOOL ONLY]  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

Not applicable for elementary schools.

**ENGLISH LEARNER ADEQUATE PROGRESS RATE  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:				
		<i>Results from ELPAC testing. Results from class formalized standardized testing. Data from students related to ELPAC reclassification.</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
EL students will advance at least one level on the ELPAC (or other available external and internal assessments) each year.	<p>Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.</p> <p>Provide New teacher assistance and support (BTSA), specifically relating to ELs.</p>	Establish benchmark.	Achieve similar or higher rate of EL growth on the ELPA C (or similar) scale each year.	Achieve similar or higher rate of EL growth on the ELPAC (or similar) scale each year.	Achieve similar or higher rate of EL growth on the ELPA C (or similar) scale each year.	Achieve similar or higher rate of EL growth on the ELPAC (or similar) scale each year.



**ENGLISH LEARNER RECLASSIFICATION RATE  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:				
		<i>Results from ELPAC testing, CAASPP results. Results from class formalized standardized testing. Data from students related to ELPAC reclassification.</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Reclassification rate will meet or exceed the District's rate.	<p>100% of teachers will receive intensive Common Core training with emphasis on differentiated instructional techniques and serving ELs.</p> <p>Teachers will provide intervention support and additional resources for instructional staff to continuously monitor student achievement and meet the needs of each individual student.</p>	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.	Meet or exceed the District's EL reclassification rate.

**AP EXAMINATION PASSAGE RATE [HIGH SCHOOLS ONLY]  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

Not applicable to elementary schools

**EAP COLLEGE PREPAREDNESS RATE [HIGH SCHOOLS ONLY]  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

Not applicable to elementary schools

**SCHOOL ATTENDANCE RATE  
STATE PRIORITY #5: STUDENT ENGAGEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring:  <i>ADA Attendance Rate</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Equitas Academy 5 will maintain a high ADA rate schoolwide and for all statistically significant subgroups (i.e. Socio-Economically Disadvantaged; English-Language Learners; Students with Disabilities, and Race/Ethnicity).	<p>The Office Manager and School Director will conduct attendance reviews to monitor student attendance and communicate with families.</p> <p>Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.</p>	>93% ADA schoolwide and for all statistically significant subgroups	>95% ADA schoolwide and for all statistically significant subgroups	>95% ADA schoolwide and for all statistically significant subgroups	>95% ADA schoolwide and for all statistically significant subgroups	>95% ADA schoolwide and for all statistically significant subgroups

CHRONIC ABSENTEEISM RATE STATE PRIORITY #: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES    Method for Measuring:				
		<i>Attendance Rates</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Equitas Academy 5 will limit chronic absenteeism schoolwide (including all statistically significant subgroups) (i.e. Socio-Economically Disadvantaged; English-Language Learners; Students with Disabilities, and Race/Ethnicity).	<p>The Office Manager and School Director will conduct attendance reviews to monitor student attendance and communicate with families.</p> <p>Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.</p>	>93 ADA schoolwide (including all statistically significant subgroups).	>95 ADA schoolwide (including all statistically significant subgroups).	>95 ADA schoolwide (including all statistically significant subgroups).	>95 ADA schoolwide (including all statistically significant subgroups).	>95 ADA schoolwide (including all statistically significant subgroups).
DROPOUT RATE [MIDDLE AND HIGH SCHOOLS ONLY] STATE PRIORITY #5: STUDENT ENGAGEMENT						
Not applicable to elementary schools						

GRADUATION RATE [HIGH SCHOOLS ONLY] STATE PRIORITY #5: STUDENT ENGAGEMENT
Not applicable to elementary schools

STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES    Method for Measuring:				
		<i>Student suspension rates.</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Equitas Academy 5 will minimize the use of suspension or expulsion schoolwide (including all statistically significant subgroups). (i.e. Socio-Economically Disadvantaged; English-Language Learners; Students with Disabilities, and Race/Ethnicity)	<p>Equitas Academy 5 will comply with the principles of the LAUSD Discipline Foundation Policy, including the District's emphasis on utilizing restorative justice as an alternative to other means of discipline.</p> <p>The School will provide training and support for Advisory and other non-scholastic support for students.</p>	Equitas Academy 5's suspension and expulsion rates will be at or below targets established by Modified Consent Decree.	Equitas Academy 5's suspension and expulsion rates will be at or below targets established by Modified Consent Decree.	Equitas Academy 5's suspension and expulsion rates will be at or below targets established by Modified Consent Decree.	Equitas Academy 5's suspension and expulsion rates will be at or below targets established by Modified Consent Decree.	Equitas Academy 5's suspension and expulsion rates will be at or below targets established by Modified Consent Decree.

STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES    Method for Measuring:				
		<i>Student expulsion rates.</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Equitas Academy 5 will minimize the use of suspension or expulsion schoolwide (including all statistically significant subgroups). (i.e. Socio-Economically Disadvantaged; English-Language Learners; Students with Disabilities, and Race/Ethnicity)	Equitas Academy 5 will comply with the principles of the LAUSD Discipline Foundation Policy, including the District’s emphasis on utilizing restorative justice as an alternative to other means of discipline.  The School will provide training and support for Advisory and other non-scholastic support for students.	Equitas Academy 5’s suspension and expulsion rates will be at or below targets established by Modified Consent Decree.	Equitas Academy 5’s suspension and expulsion rates will be at or below targets established by Modified Consent Decree.	Equitas Academy 5’s suspension and expulsion rates will be at or below targets established by Modified Consent Decree.	Equitas Academy 5’s suspension and expulsion rates will be at or below targets established by Modified Consent Decree.	Equitas Academy 5’s suspension and expulsion rates will be at or below targets established by Modified Consent Decree.

STUDENT SAFETY STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES    Method for Measuring:				
		<i>Student surveys</i>				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
A minimum of 90% of students schoolwide (including all statistically significant subgroups (i.e. Socio-Economically Disadvantaged; English-Language Learners; Students with Disabilities, and Race/Ethnicity)) will indicate that they feel safe at school on the annual survey.	See above.	90% of students schoolwide (including all statistically significant subgroups) will indicate on the survey that they feel safe and supported at Equitas Academy 5	90% of students schoolwide (including all statistically significant subgroups) will indicate on the survey that they feel safe and supported at Equitas Academy 5	90% of students schoolwide (including all statistically significant subgroups) will indicate on the survey that they feel safe and supported at Equitas Academy 5	90% of students schoolwide (including all statistically significant subgroups) will indicate on the survey that they feel safe and supported at Equitas Academy 5	90% of students schoolwide (including all statistically significant subgroups) will indicate on the survey that they feel safe and supported at Equitas Academy 5

BROAD COURSE OF STUDY STATE PRIORITY #7						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES    Method for Measuring:				
		2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All students, including all subgroups (i.e. Socio-Economically Disadvantaged; English-Language Learners; Students with Disabilities, and Race/Ethnicity), will have access to a broad course (English, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.	All academic areas will be available to all students, inclusive of all subgroups, and all grades.	100% of students will have access to the program as outlined in the charter.	100% of students will have access to the program as outlined in the charter	100% of students will have access to the program as outlined in the charter	100% of students will have access to the program as outlined in the charter	100% of students will have access to the program as outlined in the charter

OTHER STUDENT OUTCOMES STATE PRIORITY #8						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES    Method for Measuring:				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All students schoolwide (including all statistically significant subgroups (i.e. Socio-Economically Disadvantaged; English-Language Learners; Students with Disabilities, and Race/Ethnicity) will indicate they feel safe and supported.	Student surveys will be implemented.	80% of scholars will indicate on the scholar survey that they feel safe and supported at the school.	80% of scholars will indicate on the scholar survey that they feel safe and supported at the school.	80% of scholars will indicate on the scholar survey that they feel safe and supported at the school.	80% of scholars will indicate on the scholar survey that they feel safe and supported at the school.	80% of scholars will indicate on the scholar survey that they feel safe and supported at the school.



## **E. INSTRUCTIONAL DESIGN**

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

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 Student 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 teaching methodology at Equitas Academy 5 is to provide teachers more time to teach and support students, and to provide more time for students to learn and advance. Increased effective instructional time allows students more time to learn and more time used in a constructive manner will result in stronger student performance. Equitas Academy 5 students attend school from 7:30 am until 3:30 pm. After-school tutoring and homework assistance is provided for students who do not adequately complete daily assignments and voluntary for students 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 5 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 Academy 5 provides daily

supports to ensure the additional learning time is handled in developmentally appropriate ways. In order to keep students focused, teachers will ensure the pacing of lessons is interactive and engaging. The use of chants, kinesthetic movements, and positive reinforcements will encourage student 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 student mastery, teachers use an instructional approach often referred to as “I do,” “We do,” “You do.” Teachers begin by making a connection to the student’s prior learning and directing the teaching to the lesson’s objective (“I do”). Students then move to practicing content with the teacher’s guidance (“We do”). After the teacher feels confident in the students’ understanding as a group, the lesson moves into individual student practice (“You do”).

Teachers will also implement the use of a Unified Blackboard System (UBS)<sup>21</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 students 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 students know and are able to write down their daily homework assignment.

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

### **Teaching for Mastery**

Assessment is essential for measuring students’ academic needs and ensuring that all students are mastering the learning standards. At the beginning of every school year, incoming students 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 student mastery. These assessments also enable us to identify students 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 will be developed by Equitas’ Curriculum Specialist in collaboration with the School Leader (principal) and teaching staff,

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<sup>21</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 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.

and administered to students every trimester. The interim assessments are standards aligned and we ensure this by running a regression analysis of student performance on the SBAC and interims to ensure performance alignment. Teachers will use these periodic assessments to measure how well students are mastering the standards. Teachers will meet both individually and as a group with the School Director after each assessment to discuss the results and to create an action plan when re-teaching is necessary. Student performance data drives whole class instruction, small group work, and one-on-one tutoring. Interim assessments will allow teachers to effectively assess students' skill needs and target instruction and support to address specific deficiencies. By continuously using data to drive instruction, the academic needs of every student will be met. Parents are partners in assuring students are meeting the rigorous mastery standards, therefore, communication is vital. Equitas Academy 5 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 Student Mastery of Instructional Material**

Students learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students 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
  - 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 students who require it
  - Teachers tutor students 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 students (high achieving students, students with disabilities, English Language Learners, and/or students not maintaining academic standards) meet and/or exceed the high standards that we set at Equitas Academy 5.

## **12. CURRICULUM AND INSTRUCTION**

The curriculum for Equitas Academy 5 addresses all grade-level appropriate California Common Core State Standards and *managed in a core setting*.

### **a. 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 students' 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.”

The language arts program at Equitas Academy 5 is aligned fully with the new Common Core standards. While our pedagogical approach is student-centered and we individualize instruction as much as possible, our general scope and sequence follows that of the Common Core State Standards Initiative. The Common Core’s “College and Career Readiness Anchor Standards” dictate the broad goals for what all students should be able to do prior to graduating high school in order to be ready for higher education and a range of career options, while the K-5 standards inform the more grade-specific expectations. Our language arts curriculum utilizes state adopted textbooks, teacher-created curriculum and a variety of supplementary resources to enhance student learning including leveled libraries and guided reading (based on Fountas and Pinnell’s Guided Reading), daily test preparation, grammar, mechanics, and usage, Step Up to Writing and Thinking Maps. Teachers also use trade books, primary historical documents, and non-fiction texts, i.e. *Time Magazine for Kids* and *The Los Angeles Times*). In particular, we introduce in TK/Kindergarten the basics of reading, exposing students to a range of literature (stories, drama, and poetry) and informational texts (historical, scientific, and technical texts, and literary nonfiction). Students 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 sounds. In terms of writing, kindergarten students 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 students develop stronger skills, they assume more independence in their work assignments. Students will be able to apply grade-level phonics and word analysis in decoding words. By 4<sup>th</sup> grade, the students 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>22</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>23</sup> Students in kindergarten through third grade receive

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<sup>22</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>23</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>.

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, students receive one-on-one 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, students must graduate from Equitas Academy 5 reading at or above grade level in order to be successful in college.

The literacy program at Equitas Academy 5 is divided into four reading blocks and a read aloud with independent reading time for all grades:

Literacy Blocks	Component
Block 1—Guided Reading & English Language Development	Reading comprehension, modeling reading instruction, and developing vocabulary
Block 2—Direct Instruction	Reinforce phonemic awareness, phonics, vocabulary, decoding skill mastery, and writing
Block 3—Writing Program	Language mechanics, organization, genre study, grammar
Block 4—Reading Comprehension	Reading Comprehension strategies
Daily Read Alouds & Independent Reading Time (IRT)	Fluency, vocabulary, reading comprehension

Team teaching in literacy is utilized to lower the student/teacher instruction ratio and provide for shared teaching experience. Because teachers share instruction for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all teachers work together to meet the needs of every student. All grade level teachers plan together and deliver the same lesson plans. We divide the students 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 students 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 students the skills necessary to comprehend and learn from expository text. Lessons are fast-paced and interactive. Student instruction is differentiated as students 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. Students 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>24</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 Academy 5 builds read alouds into the literacy blocks and infused within curricula areas like Science, Social Studies, and Character Education. All Read Alouds are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. Students are encouraged to read aloud and be read to daily by parents/teachers to increase their decoding ability and fluency rate. Fluency is the rate and accuracy with which students are able to read. Read alouds, direct reading instruction, and independent reading all work to increase student fluency. We test all students’ fluency on a weekly basis to ensure students are progressing.

**Vocabulary:** Embedded in Reading Mastery are strong vocabulary strands. Equitas Academy 5 teachers build the vocabulary skills of our students through a strong compliment of independent reading and structured instruction. Bill Honig,<sup>25</sup> a respected early reading expert cites compelling research on the subject:

- Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent.
- By the fifth grade, if students 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. 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, students need to read the recommended 25 to 35 books a year after the first grade.

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<sup>24</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>25</sup> Honig, Bill. (1995) *Teaching Our Children To Read; The Role of Skills in a Comprehension Reading Program*. Thousand Oaks, CA: Corwin Press.

**Independent Reading Time (IRT):** Each day, students 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 students to be avid, active readers by finding appropriate books, inspiring students to read, and monitoring their independent reading. During this time, teachers utilize standards-based lesson planning to implement mini-lessons to strengthen student learning. In addition, we utilize a leveled library system to ensure students 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 students’ reading ability and help students choose appropriate books at “their just right reading level.”<sup>26</sup> Teachers model comprehension strategies at the start of IRT in a mini-lesson and students utilize these strategies during their independent reading time. For example, the teacher may ask the students 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, students volunteer the connection made during their reading. Teachers also actively coach students to ensure students are utilizing comprehension strategies, choosing appropriate books, and constructing meaning during their independent learning time.

**Comprehension:** Equitas Academy 5 teachers build student comprehension skills in two different ways. First, through the study of literature (each grade level reads both fiction and non-fiction), teachers develop students’ standards-aligned comprehension skills. A standards-based novel unit creation tool aids teachers in developing standards-based questions for novels, and teachers share this base of top-quality units with each other as part of weekly professional development and common planning time. As students progress through the elementary grades they read books with increasingly higher-level vocabulary and complex novel plots. In upper elementary grades, students read classical texts from a wide-range of authors in fiction, non-fiction, and poetry. Students also develop their literacy skills through the reading, analysis and production of Shakespeare. Modeled after Rafe Esquith’s Hobart Shakespearean program at Hobart Elementary in LAUSD, students have an opportunity to live the life of one Shakespearean play each year. Teachers teach Shakespeare during one literacy block and after students have analyzed and comprehended the text, participate in producing a play during enrichment time.

In addition to building comprehension through literature, students learn to deeply analyze text. Using shorter pieces of primarily poetry and non-fiction, students learn to identify question types and go back to the text to find the answers to those questions. Students are asked to prove their answers, and rich discussions about question types and text proofs build the analysis skills of students. Students present both written and oral presentations to demonstrate comprehension.

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<sup>26</sup> Fountas, I and Pinnell. G. (2005). *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. Heinemann.

**Writing:** We offer a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The curriculum has a heavy focus on sentence structure, basic grammar, and paragraph formation. We use the Step Up To Writing curriculum. Students complete daily oral language activities that support the development of grammar skills. Teachers use a variety of grammar materials in daily mini-lessons. Students also learn step-by-step how to develop excellent sentence structures, paragraphs, and essays. Extensive prewriting, drafting, revising, and editing take place on all pieces of writing. Equitas Academy 5 students are able to produce top-quality narratives, expository and persuasive essays, research papers, and literary analysis essays. A strong foundation in phonics ensures students are fluent readers able to analyze text using explicit comprehension strategies. Our Common Core-aligned writing program prepares students 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, Equitas Academy 5 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 students' 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 students 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 students' 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 students 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. Two literacy blocks each week are specifically dedicated to ELD 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 students are in the same group, and Level 5 and English proficient students (EOs) are grouped together. This targeted ELD instruction for 80 minutes each week enables targeted English Language instruction in the context of grade-level literacy development. Equitas Academy 5 will use Into English for ELD curriculum.

## **b. Mathematics**

Similar to our ELA program, our math program is entirely aligned with the new Common Core standards, and includes a multi-disciplinary approach to ensure we connect mathematics instruction to science learning. From TK/kindergarten through third grade, Equitas Academy 5 students have a daily mathematics course that focuses on computation and a second math session daily that focuses on application and other critical math skills (calendar, money, number line, etc.). In TK/kindergarten we introduce counting skills and the concepts of addition and subtraction. To create a basic foundation for place values, we



expand students' number knowledge to include 11-19. Our teachers help students grasp a basic understanding of measurement by comparing "measurable characteristics." They also introduce problem-solving skills and other mathematical practices in age-appropriate ways.

For each subsequent grade, teachers use scaffolding techniques to build students' math skills focusing on the following categories: 1) operations and algebraic thinking, 2) number and operations in base ten (and beginning in third grade to include fractions) 3) measurement and data; and 4) geometry. In fourth grade, math classes include mathematics operations (focusing on math computation) and mathematics problem solving (focusing on math application). The math program also gives the school an opportunity to provide remediation as needed as well as provide advanced and expansive mathematics instruction.

The gradual increase in skill development can be illustrated with the example of geometry. Starting in kindergarten, students learn the names of basic shapes. In 1<sup>st</sup> grade, they are able to identify the main characteristics that distinguish shapes (straight versus curved exterior, number of sides, etc.) and are able to draw shapes. They also partition shapes to form "halves" or "fourths." In 2<sup>nd</sup> grade, they deepen their understanding of shapes' attributes further to include angles. In 3<sup>rd</sup> grade, students realize that shapes can be grouped into classifications according to their attributes, like rhombuses and rectangles being quadrilateral shapes. Students also begin to grasp the idea that by partitioning shapes into different equal parts means the sub-parts have equal "areas." By 4<sup>th</sup> grade, students elevate their understanding of shapes' classifications and are able to draw shapes based on their lines and angles, including symmetry and asymmetry. As a culminating application, students learn to graph points on a coordinate system with two axes in order to solve real-world math problems.

The curriculum recognizes that students need both basic fact knowledge and "automaticity" with procedural computation as well as deep understanding of conceptual concepts and the ability to solve complex mathematical problems. Therefore, in the early grades, students use the Saxon Mathematics curriculum, a highly effective spiraling curriculum that gives students an exceptionally strong foundation in arithmetic skills, procedural computation, and conceptual understanding. All Equitas Academy 5 students will know their addition and subtraction facts by the end of second grade and their times tables by the end of third grade. Students are expected to complete basic addition, subtraction, multiplication, and division computations to 95 percent accuracy. Teachers require students to apply this strong basic skills knowledge in challenging problem-solving situations. Specifically, students are expected to: use basic symbols to solve simple and complex problems; gather and interpret data using graphs and charts, predict outcomes of probability experiments; and solve problems involving proportional relationships. We use a problem-solving supplement that provides daily demonstration of problem-solving skills.

Math lessons follow a structured lesson plan designed for maximum success. The beginning of class includes a review of all homework assignments will include cumulative review. There are also daily sections for basic facts review and problem solving. Concepts

are introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes. Math classes also make use of the rap, rhythm, and rhyme techniques pioneered by Harriett Ball and as used successfully by many of the highest performing public schools serving urban students.

### **c. Social Studies**

Research has shown that one major reason that urban students score lower on reading tests is that they lack sufficient background knowledge to comprehend more complex text<sup>27</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 students understanding the world around them – it is essential that students 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. Teachers use the state adopted California Vistas textbook program to present curriculum in an engaging and challenging format. Teachers expect students 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 students to hone their non-fiction reading skills, learn important content, and apply and retain it in written essays and oral presentations.

### **d. Science**

Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. The science program is designed to address all the California Science standards, which were recently modified to align with the 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>28</sup>

In kindergarten, students 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 students understand humans’ impact on our environment. Students 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.”

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<sup>27</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>28</sup> (2011) *A Framework for K-12 Science Education: Practices, crosscutting concepts, and core ideas*. (p. 11). Washington, DC: The National Academies Press.

For each subsequent grade, our teachers employ scaffolding techniques to build students' 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, students' 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. Students comprehend gravity and the effect of the sun on earth given its proximity compared to other stars. Students 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.

Using both the hands-on FOSS science curriculum with the Harcourt Science textbook ensures students have access to an engaging and challenging curriculum. 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 students to synthesize and analyze data from laboratory experiments. Teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills.

#### **e. Character Education/Ethics**

The Equitas Academy 5 curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in school, college and the world. This curriculum guides all students with the life skills necessary to create self-motivated, competent, and lifelong learners. Established curriculum such as Second Step<sup>29</sup> and Morning Meetings<sup>30</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 student. We believe that ethics are important in creating civic individuals. Ethics combined with perseverance help students 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 students' success. Therefore, we focus on this value and drill the mantra that you must work hard. We are charged with helping students 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 students build confidence, and fostering and modeling integrity, perseverance, dignity,

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<sup>29</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>30</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.

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 students become more self-aware and autonomous. Students 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. Students 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 Equitas Academy 5 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 students with a morning handshake. Once students pass through the school threshold, a professional, considerate and scholarly environment is maintained. Building on the morning handshake, each student begins their day with an emphasis on the Equitas Academy 5 core values. The primary teachers implement Morning Meetings as this sets the tone for a respectful learning environment. Morning Meetings motivate students 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>31</sup> In addition, morning meetings provide opportunities for developing student 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 students 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 students 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 students achieve and succeed in our rigorous, college preparatory academic program, and grows students into young adults that embody the values that build self and community beyond the schoolhouse doors. The school leadership and teachers celebrate student 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>31</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 students is organized to allow students 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 students' development in these areas. It is a time when teachers scaffold supports for students and help build language and confidence in working together.

**f. Mission-Driven Enrichment Program**

For students to become competitive and college bound, they must be well rounded and have access to as many enrichment opportunities as possible. Therefore, we develop students' talents and interests in an enrichment curriculum that is an integral part of our daily educational program. Students in the early grades attend enrichment classes that include such areas as movement, yoga, foreign language, technology and drama, with a rotating curriculum each trimester. 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:** Equitas Academy 5's physical education curriculum reflects California State Standards and teaches students about a fit and healthy lifestyle. American children are becoming more and more obese and fitness levels are decreasing<sup>32</sup>. All children at Equitas Academy 5 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 students for the California FitnessGram Physical Education test, and also teaches students 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:** The music program, based on the program developed by Rafe Esquith at nearby Hobart Elementary, begins in kindergarten with learning how to read music and play an instrument (instrument will depend on fundraising). Whether students play a recorder, guitar, or piano, students receive a strong foundation in music. A full time enrichment teacher is employed to teach the music curriculum. Each year the enrichment program offered varies so students rotate access to the enrichment courses such as music, yoga, technology, etc.

**Technology:** Students 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 students will receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, and email by both classroom teachers and enrichment teachers. In the lower grades, students use computer-based learning programs to master

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<sup>32</sup>Health Benefit: National Wildlife Federation. <http://www.nwf.org/Be-Out-There/Why-Be-Out-There/Health-Benefits.aspx>

foundational literacy skills. Primary students use the computer for literacy programs, research and fact-finding to complete assigned projects and homework. We plan for one computer for every three students utilizing computer carts with chromebooks by the end of the charter (or at the end of the five years). With the switch to Smarter Balanced computer assessments, our focus on technology is important to the success of our students. Students will access technology on a daily basis. Technology instruction is integrated into the core curriculum and used for testing. We propose to have a computer cart for each grade level but plan to roll out a computer cart for every classroom in the next five years. We have also applied to Federal Erate programs to build our technology infrastructure to allow for more bandwidth and access points for wireless Internet. With the roll out of Common Core and Smarter Balanced testing, we have invested substantially in technology, training and infrastructure. Technology training will be headed by the Curriculum Specialist and he/she will also have experts in technology provide professional development. Training will include PowerPoint, typing, literacy and math online programs, and keyboard basics.

### **Innovative Components of the Instructional Model**

As detailed throughout this petition, our most innovative elements, based largely on successful “best practices” at schools across the country founded by Building Excellent Schools fellows, 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.

## **13. COMPREHENSIVE COURSE LIST**

As an elementary school, Equitas Academy 5 provides instruction to all students in the previously listed subjects.

## **14. INSTRUCTIONAL METHODS AND STRATEGIES**

The instructional methods and strategies at Equitas Academy 5 are based on proven models in schools serving similar populations of students (e.g., other Building Excellent Schools fellows’ charter schools across California and the nation). These schools, including the existing Equitas schools, share the following key characteristics:

### Shared Characteristics of High Performing Charter Schools

<ul style="list-style-type: none"><li>• Firm belief that all students can learn and achieve at high levels.</li></ul>	<ul style="list-style-type: none"><li>• Frequent internal assessments with data to drive instruction.</li></ul>
<ul style="list-style-type: none"><li>• Clear, outcome-focused mission, understood by all, and evidenced throughout the school.</li></ul>	<ul style="list-style-type: none"><li>• Strong positive discipline code enforced by all.</li></ul>
<ul style="list-style-type: none"><li>• Leader(s) highly visible ensuring all are focused on mission.</li></ul>	<ul style="list-style-type: none"><li>• Clear and frequent communications with parents regarding student performance.</li></ul>
<ul style="list-style-type: none"><li>• Highly-structured learning environment and organization.</li></ul>	<ul style="list-style-type: none"><li>• Strong curriculum focus on skill mastery.</li></ul>
<ul style="list-style-type: none"><li>• Classroom practices promote continuity (and predictability) from one classroom to another.</li></ul>	<ul style="list-style-type: none"><li>• Extended school day and school year.</li></ul>

## 15. 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 Academy 5's curriculum will have the California state standards, including CCSS, Next Generation Science Standards, and English Language Development as its foundation. Units will be explicitly designed to ensure all grade-level standards are met. Equitas Academy 5 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.

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

Equitas Academy 5 is committed to ensuring that all students have the technological skills to compete in the 21<sup>st</sup> century and are prepared to take online assessments. As detailed above, all students will receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, and email. By the time they enter high school, students will be proficient with these programs, and have the necessary technological literacy to further their education and interests. Students will use computer-based learning programs to master foundational literacy skills. Then students will use computers for research and fact-finding to complete assigned projects and homework. Technology instruction is integrated into the core curriculum.

## **17. SPECIFIC GRADUATION REQUIREMENTS**

Not applicable.

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

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

Equitas Academy 5 will seek Western Association of Schools and Colleges (WASC) Accreditation

## **19. TRANSFERABILITY OF COURSE CREDIT**

Not applicable.

## **20. 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.

## **21. ACADEMIC CALENDAR**

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.

Equitas Academy 5 begins after Labor Day runs through the end of June. 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. 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 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 student's progress. See sample school calendar for more details. The instructional days are listed each month with a total of 180 days.



# Equitas Academy Charter Schools Calendar 2018-2019

3- No School/Labor Day  
4- First Day of School

SEPTEMBER '18						
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

OCTOBER '18						
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			

1- No School/PD Day

12- No School/Veterans Day  
21- Early Dismissal  
22-23- No School/Thanksgiving Break

NOVEMBER '18						
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	

DECEMBER '18						
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- Early Dismissal/Parent Conferences  
7- No School/Parent Conferences  
17-31- No School/Winter Break

1- No School/Winter Break  
2- No School/PD Day  
21- No School/MLK Day

JANUARY '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 '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		

18- No School/President's Day

21- Early Dismissal/Parent Conference:  
22- No School/Parent Conferences  
29- No School/PD Day

MARCH '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

APRIL '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				

8-12 No School/Spring Break  
15- No School/PD Day


27- No School/Memorial Day

MAY '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	

JUNE '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

25- Early Dismissal Last Day of School

## Key:

 No School

 Parent Conferences

 Early Dismissal (**Bold**)

## 22. SCHOOL DAY SCHEDULES

To further describe the program at Equitas Academy 5, sample school day schedules are provided. School opens at 7:15am and the start of the instructional day is 7:30 a.m. with dismissal at 3:30 p.m.

Kindergarten Monday-Thursday		1st Grade Monday-Thursday		2nd Grade Monday-Thursday	
Time	Subject (minutes)	Time	Subject (minutes)	Time	Subject (minutes)
7:30-7:40	Breakfast (10)	7:30-7:40	Breakfast (10)	7:30-7:40	Breakfast (10)
7:40-7:45	Clean Up (5)	7:40-7:45	Clean Up (5)	7:40-7:45	Clean Up (5)
7:45-8:00	Morning Meeting (15)	7:45-8:00	Morning Meeting (15)	7:45-8:00	Morning Meeting (15)
8:00 - 8:15	Math Meeting/Math Routines (15)	8:00 - 8:15	Math Meeting/Math Routines (15)	8:00-8:20	Math Routines (20)
8:15 - 9:00	Math Stories (45)	8:15 - 9:00	Math Stories (45)	8:20 - 8:45	Math Stories (25)
9:00 - 9:40	Writing (40)	9:00 - 10:20	Reading Groups/GR (45) Reading Groups/Ph (35)	8:45 - 9:15	Close Reading (30)
9:40 - 11:00	Reading Groups/GR (45) Reading Groups/Ph (35)	10:20 - 11:00	Writing (40)	9:15 - 10:35	Reading Groups/GR (45) Reading Groups/Ph (35)
11:00 - 11:30	Lunch (30)	11:00 - 11:30	Lunch (30)	10:35 - 11:00	PE (25)
11:30 - 11:55	PE (25)	11:30 - 12:00	Literature (30)	11:00 - 11:30	Lunch (30)
11:55 - 12:35	Enrichment (40)	12:00 - 12:25	PE (25)	11:30 - 12:20	Math (50)
12:35 - 12:45	Snack (10)	12:25 - 1:05	Math (40)	12:20 - 1:00	Writing (40)
12:45 - 1:15	Close Reading (30)	1:05 - 1:35	Close Reading (30)	1:00 - 1:40	Enrichment (40)
1:15 - 1:55	Math (40)	1:35 - 2:15	Science/SS (40)	1:40 - 1:50	Snack (10)
1:55 - 2:25	Literature (30)	2:15 - 2:25	Snack (10)	1:50 - 2:25	Literature (35)
2:25 - 3:05	Science/SS (40)	2:25 - 3:05	Enrichment (40)	2:25 - 3:05	Science/SS (40)
3:05 - 3:30	RTI/Choice Time (25)	3:05 - 3:30	RTI/Choice Time (25)	3:05 - 3:30	RTI/Choice Time (25)
3:30	Dismissal	3:30	Dismissal	3:30	Dismissal

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

For, 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, students 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 students' academic growth, we have structured supports within the day to aid its completion. For example, if students do not complete homework they miss "choice time" at the end of the day. "Choice time" provides students 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 students who do not adequately complete daily assignments and voluntarily for students who would like a quiet space to complete their work or need tutoring support and as a daily block for RTI (response to intervention). Students 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 shortened schedule, which releases students at 1:45 pm, is provided below.

Kindergarten Friday		1st Grade Friday		2nd Grade Friday	
Time	Subject (minutes)	Time	Subject (minutes)	Time	Subject (minutes)
7:30-7:40	Breakfast (10)	7:30-7:40	Breakfast (10)	7:30-7:40	Breakfast (10)
7:40-7:45	Clean Up (5)	7:40-7:45	Clean Up (5)	7:40-7:45	Clean Up (5)
7:45 - 8:15	Community Meeting (30)	7:45 - 8:15	Community Meeting (30)	7:45 - 8:15	Community Meeting (30)
8:15 - 8:45	Literature (30)	8:15 - 8:45	Literature (30)	8:15 - 9:05	Math Cumulative Review (50)
8:45 - 9:30	Math Meeting (45)	8:45 - 9:30	Math Meeting (45)	9:05 - 9:40	Literature (35)
9:30 - 11:00	Reading Groups/GR (45) Reading Groups/Ph (35) Reading Groups F&P (10)	9:30 - 11:00	Reading Groups/GR (45) Reading Groups/Ph (35) Reading Groups F&P (10)	9:40 - 10:05	Math Stories (25)
11:00 - 11:30	Lunch (30)	11:00 - 11:30	Lunch (30)	10:05 - 11:00	Reading Groups/GR (45) Reading Groups F&P (10)
11:30 - 12:00	Close Reading (30)	11:30 - 12:00	Close Reading (30)	11:00 - 11:30	Lunch (30)
12:00 - 12:40	Writing (40)	12:00 - 12:40	Writing (40)	11:30 - 12:00	Close Reading (30)
12:40 - 1:20	Science/SS (40)	12:40 - 1:20	Science/SS (40)	12:00 - 12:40	Writing (40)
1:20 - 1:45	Fun Friday (25)	1:20 - 1:45	Fun Friday (25)	12:40 - 1:20	Science/SS (40)
1:45	Dismissal	1:45	Dismissal	1:20 - 1:45	Fun Friday (25)
				1:45	Dismissal

## 23. INSTRUCTIONAL DAYS AND MINUTES

As noted, our school year extends to 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 Offere d	Nu mbe r of Reg ular Day s	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	Numb er of [Othe r] Days	Number of Instr. Minutes Per [Other] Day	Total Numbe r of Instr. Days	Minutes Req'd Per State Law	Total Numbe r of Instr. Minute s	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Y	145	440	35	335	0	0	0	0	180	36000	75525	39525
1	Y	145	440	35	335	0	0	0	0	180	50400	75525	25125
2	Y	145	440	35	335	0	0	0	0	180	50400	75525	25125
3	Y	145	440	35	335	0	0	0	0	180	50400	75525	25125
4	Y	145	440	35	335	0	0	0	0	180	54000	75525	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

## 24. EARLY COLLEGE AND MIDDLE COLLEGE ATTENDANCE REQUIREMENTS

Not Applicable.

## **F. PROFESSIONAL DEVELOPMENT**

### **25. TEACHER RECRUITMENT**

In order to deliver on our rigorous academic program, Equitas Academy 5 will recruit and select 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 students. 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 charter schools with proven success in attracting and supporting the best educators.

Equitas Academy 5 expects to attract applications from exceptional teachers who reflect the background and experience of its students and have the subject mastery and teaching skill to achieve outstanding academic outcomes. Led by Equitas' Vice President of Talent and Strategy, the school will implement a comprehensive hiring process to select teachers ready to commit to the demands of educating all students at the highest level without excuse.

All teachers are highly qualified as defined by the Every Student Succeeds Act.

Teachers are closely supervised through frequent observation and assessment in the areas of content delivery, effective classroom management, and appropriate use of student 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 will plan to link instruction to common core and use student achievement data to constantly adapt curriculum. Teachers who teach the same students meet together to review each student's academic progress individually and collaborate with parents to provide students with the most appropriate, rigorous, and data-driven individualized attention during our regular Friday professional development.

### **26. ONGOING PROFESSIONAL DEVELOPMENT**

Professional Development is initiated based on the following:

- Findings from student data, based on student needs and school culture
- Feedback and request made from our faculty (teachers)
- 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 student culture of student

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 on a weekly basis; while experienced teachers meet biweekly or more often as needed.

With the implementation of the Common Core State Standards, our Network Curriculum Specialist has focused on implementing a ‘workshop model’ throughout every classroom across all Equitas schools, using 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. The Curriculum Specialist has received extensive training on Calkins model, and is collaborating 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 Academy 5 will provide all teachers with 4-weeks (160 hours) of Summer Professional Development in the first year and then three weeks each thereafter, 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 are also provided sufficient planning time daily to meet with their Instructional Coach.

Professional development training includes the following:

- Common Core State Standards: ELA/ELD Frameworks
- Common Core State Standards in Math: Expressions curriculum
- Next Generation Science Standards
- Use of Effective research-based instructional strategies: Inquiry approach, constructivist approach, differentiation, use of technology to enhance and engage student learning
- Using Data to drive instruction
- Classroom management skills
- Creating a college-going culture
- Culture of high expectations
- Lucy Calkins Readers and Writers Workshop
- Doug Lemov’s Teach Like a Champion
- Paul Tough’s Whatever it Takes (based on Harlem Children Zone)
- Carol Dweck’s Growth Mindset
- Fountas & Pinnell Reading Assessments

- Whetstone Education – teacher coaching model
- Workshops through Building Excellent Schools
- Workshops from Uncommon Schools
- Increasing Student Talk (teacher-centered instruction)

All teachers are expected 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 Students in Your Lessons
- Creating a Strong Classroom Culture
- Setting & Maintaining High Behavioral Expectations
- Building Character & Trust
- Improving Your Pacing
- Challenging Students to Think Critically
- How All Teachers Can (and Must) be Reading Teachers
- The Fundamentals: Teaching Decoding, Vocabulary Development & Fluency
- Comprehension: Teaching Students to Understand What they Read

During non-instructional professional development days, our teachers collaboratively review student data, samples of student work, learn about effective pedagogical strategies, plan the curriculum, conduct parent conferences, attend educational conferences and trainings, and may visit the 50 highest performing schools in the nation as part of our partnership with Uncommon Schools and Building Excellent Schools. For example, during one of our non-instructional days, the entire teaching and leadership staff of Equitas Academy 2 (grades 5-8) visited KIPP in Los Angeles, a school that is successfully closing the racial and socio-economic gap in literacy and mathematics. Questions that we are consistently asking ourselves are - 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; Student 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.



## **G. MEETING THE NEEDS OF ALL STUDENTS**

In order for Equitas Academy 5 students 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 school. Content mastery is crucial to academic success; therefore intentional supports are organized to ensure all students meet academic expectations. Student supports are designed to meet individual students' needs and in addition specifically address the needs of English Learners (ELs), socio-economically disadvantaged students, high achieving students, students achieving below grade level, and special education students. Student 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 student population. As a charter school, we have the ability to use innovative ways to meet students' academic needs. English language acquisition, the development of a college preparatory focus, more time to learn, and daily student supports are all key to our students' success in the earliest grades.

Extending the learning day to 3:30pm will help advance the learning of all students, including students who need academic supports or opportunities for accelerated learning. For example, students who need additional literacy development will 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 students, acceleration can also occur during this time.

Within our educational model, students 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 students, flexible ability reading groups allow focused instruction at the appropriate skill level. In order to differentiate instruction for students at different academic levels, classes will present the same content but the instruction will vary according to the ability levels of the group. All students will be placed into a flexible ability reading group based on the baseline data generated from testing during the first few weeks of school. As students' reading ability develops, they will be 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 students to learn. This is essential to the delivery of the school mission. Expectations will be outlined in the student Code of Conduct which will be presented to families during Orientation.

## **Common School-Wide Procedures**

Specific behaviors will be 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. Students who exemplify school values and positive behavioral choices will earn rewards such as the opportunity to go on extra field trips while students who violate the Code will lose privileges such as Choice Time (where students 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 will be 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 students to reach all academic and behavioral expectations. Significant and repeated violations of the Code of Conduct will 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 will be maintained.

Emphasis on our daily, weekly, and annual rituals, in addition to uniformity in practice across classrooms will allow students to understand and live up to school expectations. We will 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 students enter in the morning, they will have morning work that contains academic assignments to practice learning. The morning work will include practice for students which can be remediation or acceleration depending on the needs of the students.

## **Homework Systems**

Homework will be a review of instruction and will help students' master skills and content learning. This helps students develop study skills and habits necessary for academic success. Students will read for 30 minutes each night and will be asked to complete at least one hour of homework. Parents will be notified and coached regarding the importance of daily homework completion if students do not complete their homework.

## **Tutoring**

Tutoring is a key component of Equitas Academy 5. Tutoring will take place during and after school. During enrichment/choice time in the school day and after school time, students will be able to access additional tutoring with teachers. Students 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 students 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, students will be re-tested. If a student again scores 70 or below, he/she will attend tutoring for an additional six weeks.

## **Parent Communication**

Communication is integral to parent participation and student success. We will inform parents of student 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 5 will utilize technologies such as Parent Square -a voicemail system able to call parents to notify them their student 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.

Students at Equitas Academy 5 are held to rigorous standards and expected and supported to meet grade level standards mastery. Students at risk for retention will be identified in conjunction with the student, his/her family, teacher, and school site personnel. If students are unable to meet grade level standards as documented by grades, assessments, or comprehensive exams, supports will be put into place to assist students to meet grade level standards.

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

In addition to the highly effective structures offered at Equitas Academy 5 to support and challenge students, additional strategies will target students who may have additional needs—students performing far below or above grade level, students with low socioeconomic status, English Language Learners, and Special Education students. School-wide structures will be the first step in meeting the needs of students performing below or above grade level, but additional supports will be introduced for any student 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 Student Success Team (SST) will be the process by which students are identified for additional supports and individualized plans are created for each student based on their educational needs. The SST process will include identifying additional instructional supports, a timeline for implementation, goals for the student, and means for assessment.

All SST plans will be communicated with parents, students, teacher(s) and the School Director.

The SST is a systematic, individual, solution-oriented approach to assist students 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 student. All students can benefit from an SST, including but not limited to those students achieving below or above grade level, English Language Learners, students with special educational needs, and students who have experienced issues that might hinder their academic success at school.

### **Identification**

Anyone who has a concern for a student can refer that student for an SST for consideration. Students are referred to an SST by teachers, parents, counselors, doctors, administration, social workers and law enforcement representatives. The meeting is designed to bring out the best in the people involved.

### **SST Form**

The SST can be an initial, review or termination meeting. SST meetings are set for twelve weeks of intervention with every six weeks until termination of SST. Student information, such as student 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 student, including specific strategies that will be used with the student 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 students would include additional work/projects the teacher would prepare to expose and challenge the student. For instance, a goal for a high achieving student 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 Equitas Academy 5 SST meetings shall 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

## **27. MEETING THE NEEDS OF 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 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

Equitas Academy 5 has structured its curriculum and instructional program to meet the needs of a significant EL population with respect to language development. EL students

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 students to gain fluency in English as quickly as possible in a non-threatening setting. Our EL program addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our EL students.

Supporting our EL students, 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 students. 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 Academy 5 helps students identify that their bilingual capacity is an asset, an admirable and necessary skill. Equitas Academy 5 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 student 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 students are fully included with their English-speaking peers. The program provides the extra support students 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, students have “consistently scored higher than those enrolled in traditional bilingual programs.”<sup>33</sup>

Within our SEI program, identified EL students like all of our students, will be provided tiered academic supports. Our EL students 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 students’ 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 students are met. ELD content is taught in classrooms.

Our explicit ELD and designated ELD take place each day during our ELA block and through the additional tutoring sessions. 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

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<sup>33</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.

effective for supporting EL students, 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 student needs. This corresponds with Equitas Academy 5's focus on data-driven instruction. We will assess our students' progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention. The School Director will oversee this process while working closely with teaching staff.

### *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 Academy 5's educational program is regular small-group tutoring for students 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, students are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. Research<sup>34</sup> shows that effective vocabulary instruction:

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

1.

### *2. 4. Develop academic English*

3.

4. 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

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1. <sup>34</sup> William G. Brozo and Michelle L. Simpson. 2003. *Readers, Teachers, Learners: Expanding Literacy across the Content Areas*. Pearson Education: Upper Saddle River, NJ.

inferring. At Equitas Academy 5, 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>35</sup> predict that it could take ELs five years or longer to become truly proficient in CALP<sup>36</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. 5. *Schedule peer learning*

Students 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 students to work together to provide practice and extension of language skills.

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

7.

#### 8. **Instruction and Reclassification of ELs**

9. As described above, Equitas Academy 5 EL students 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, students 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.

#### **a. Student Identification**

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

- Families will complete a home-language survey upon enrollment in the school.
  - The home language survey will include the following questions:
    - Which language did this student learn when he/she first began to talk?
    - Which language does this student most frequently use at home?
    - Which language do you use most frequently when speaking to this

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<sup>35</sup> Cummins, J. (1981a) Age on arrival and immigrant second language learning in Canada. A reassessment. *Applied Linguistics*, 2, 132-149.

<sup>36</sup> Garcia, Eugene. 2002. *Student Cultural Diversity: Understanding and Meeting the Challenge*. Houghton Mifflin: New York.



- student?
  - Which language is most used by adults at the home?
  - Has this student received any formal English Language instruction (listening, speaking, reading, or writing)?
- Students whose primary language is not English will be assessed over the summer and/or within the first 30 days of school using the English Language Proficiency Assessment for California (ELPAC). We will notify all parents of our responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC will be used to fulfill the requirements for initial and annual English proficiency testing.
- Additional assessments will be administered to determine the specific language learning needs of the student (i.e., phonemic awareness, phonics, fluency, vocabulary) in order to create a plan to best meet the student's needs during both core classes and additional instructional times.
- EL students 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 student identified as an English Language 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.
- ELL students will be re-evaluated each fall until re-designated as English Language proficient.
- Students 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:
  - English proficiency demonstrated by ELPAC results
  - Academic performance demonstrated by passing grades in the four core subjects of English language arts, mathematics, science, and social studies
  - Parent opinion confirmed through a consultation meeting
  - Comparison of basic skills to those of English-speaking peers demonstrated by a score of proficient or advanced on the English language arts section of the CAASP.

Students who are reclassified to RFEP will continue to be monitored for two 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 students learning English.

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

Equitas Academy 5 seeks to create a school where all students achieve academic success. We anticipate having a student population that includes a majority of students who are socioeconomically disadvantaged and may begin at our school performing below grade level. The school is designed to include multiple supports for all learners, including subgroups that are historically underperforming.

We strive to include all of our students—students achieving below, at, and above grade level, inclusive of English Language Learners and students with special needs—in an environment that supports their continued academic and character development. Because the least restrictive environment is often a traditional classroom setting, we will work to include multiple supports for all learners within the classroom setting and at other opportunities throughout the school day and week.

Based on strategies proven effective at high-performing schools with similar student populations, the supports Equitas Academy 5 will offer include:

- *Effective Classroom Management and Effective Teaching Techniques*

Teachers at Equitas Academy will be experienced professionals, dedicated to minimizing student misbehavior and maximizing each student's involvement in class. Students will be 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 will provide constant opportunities for students to interact with the material and will use frequent checks for understanding to ensure that no students fail to master the content. It will be expected that students 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 students within a single class period.<sup>37</sup>

Teachers will use assessment data, classroom observation, interest inventories,

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2. <sup>37</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*.

learning style surveys, and other tools to identify student's unique needs, strengths, and weaknesses. They will meet the widespread learning needs of their students using such differentiation strategies<sup>38</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 student to student, differentiated instruction allows for all students to achieve success with the same content standards.

▪ *Leveled Guided Reading Groups*

Our daily guided reading groups are the only classes where students will be grouped by ability. These groupings will allow the most struggling readers to work in the smallest possible groups and teachers to focus on remediating specific skill deficits in order to effectively and efficiently accelerate the fluency, decoding, vocabulary, and comprehension skills of all students. These groups will 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. Students' reading achievement will be assessed frequently, and students may be moved at six-week intervals in order to ensure they are being instructed with books at the appropriate level.

▪ *Homework Support*

Equitas Academy 5 teachers will assign a minimum of 30 minutes of homework each night. Homework assignments will always be practice of skills the students have already learned but are continuing to work with in order to achieve true mastery. This means that students will be prepared to complete each assignment successfully, using their knowledge from lessons, notes from class, and determination.

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

▪ *Frequent Assessment, Feedback, and Communication*

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3. <sup>38</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.

We believe that honest, systematic, and frequent feedback about student progress is critical to student success. As a result of this belief, students will receive daily homework grades and behavior scores. Teachers will quickly score assessments and return these tools in a timely manner so that students can immediately correct and learn from their mistakes.

Progress will be 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 are organized some support structure to facilitate student learning and include the following:

1. Fluency and Decoding Groups—These groups will offer a systematic phonemic awareness and phonics instruction necessary to accelerate students to grade-level appropriate fluency and decoding skills. Students will be initially assigned to these groups based on assessment data and will be frequently assessed to monitor progress and make changes as appropriate.
2. RTI—In addition to the fluency and decoding groups, students needing additional assistance in other areas may be assigned to RTI sessions based on a specific need and will 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 will provide students struggling to complete homework assignments with a quiet, supportive place to do their work. Students may be assigned to this group based on teacher recommendation, or students and their families may request attendance.
4. Enrichment—Additional enrichment opportunities will be offered after school throughout the year and made available to students not assigned to other Prep Plus activities. Enrichment activities may be academic (such as a voice, drama, art, dance, yoga and technology).

- *Intense, Targeted Remediation and Acceleration*

Equitas Academy 5 teachers will spend extra time working with the most struggling students, 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 students' needs, teachers will use an even more frequent assessment regimen to

ensure that student progress is monitored accurately and teaching methods are frequently adjusted to produce maximum results.

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

Our programs to support English Learners are based on the new (2012) California ELD Standards. Equitas Academy 5 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. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC test, according to the guidelines set forth in the student's IEP. Equitas Academy 5 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. Students are monitored in conjunction with the California English Language Development Standards levels described below:

1. **ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
2. **ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
3. **ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
4. **ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.
5. **ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

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. Students will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC. Additionally, teachers of ELs will assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

Equitas Academy 5 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 students' 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.

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

See Section (b) above. Equitas Academy 5 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 students. Strategies to assist EL students in each classroom will include front loading content area vocabulary, using graphic organizers, pairing students with an English proficient student partner, and allowing for 1:1 support with Instructional Aides.

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

Teachers regularly evaluate student 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 student. In order to document progress, all teachers receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the ELD standards by level (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard. Portfolios are submitted for review three times a year. In addition to ELD folders, a Master Plan folder is created for each student and kept in their cumulative folder. This Master Plan folder documents their EL status, tests taken to date, parental notifications to date, and final reclassification decisions. It also serves as an archive for ELPAC Scores and ELD folders from previous levels and years, and benchmark reading levels from previous years. Together with the other information in the Cum it will include all relevant information such as

attendance, CAASPP scores and class programs. The master folder for each student is reviewed by the teacher early in the fall semester in order to provide teachers with most accurate reflection of their student's progress to date. The goal is for each student 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, students, and parents, analyzing reclassification rates, and examining assessment data to evaluate whether the Equitas Academy 5 EL program is effectively meeting the needs of our students.

#### **f. Process and Specific Criteria For Reclassification**

Students scoring Early Advanced (4) or Advanced (5) on the ELPAC are considered for possible reclassification. In order to be considered, a student must obtain an overall score of Early Advanced or Advanced. If a student scores below Intermediate on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered to reclassification despite an overall score of Early Intermediate or advanced. Teachers will submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders will be initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student scores Proficient or above on the ELA test, he/she will be officially reclassified, and their file will be updated to reflect R-FEP in that academic year. A student will continue to be monitored by the reclassification team which includes, School Director and teachers for two years after official reclassification.

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

Equitas Academy 5 will use a systematic process to monitor ELs' progress toward English proficiency. Teachers will assess student progress, both formally and informally, throughout the year. Assessment data will be used to determine individual proficiency levels and to modify instruction to meet students' needs.

Teachers will compile student work samples and assessments and evaluate progress using ELD portfolios on a regular basis, usually trimesterally. Teachers will regularly examine

student progress toward ELD standards in order to tailor instruction to ensure that students meet annual goals. Teachers will review ELD portfolios to determine focus ELD standards for the following trimester.

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

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

The school will track student performance of both students currently classified as ELs, including LTELs, and those who are reclassified English Proficient. LTELs will receive dedicated ELD instruction in both intervention classes (offered twice weekly for 40 minutes each during ELA instructional block) and via online curriculum in order to develop specific academic vocabulary and language structures. Because the needs of LTELs are varied, we will work with our English Language Coordinator to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. Students and their parents/guardians will be made aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as students' specific barriers to reclassification and ways to address them.

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

While we anticipate that most students' needs will be met by the wide variety of school-wide supports already in place, Equitas Academy 5 is committed to working with students who are performing above grade level to help them achieve at expected levels. For students achieving above grade level or demonstrating aptitude in the arts, a meeting is used to document goals and objectives to accelerate our gifted and high achieving students. Equitas Academy 5 monitors the progress of students achieving above grade level through implementation of its data driven systems. Weekly, interim and yearly assessments are provided to all students and the data is further disaggregated by sub groups. Equitas Academy 5 examines student's performance and supports to help advance this group. While high-achieving students are not identified as "Gifted and Talented," they will be provided differentiated instruction or appropriate flexible ability group which accelerate the pace and amount of instruction the student receives. In addition, we customize a student'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 students and is not mandatory to accelerate their learning, as well as customizing homework to meet student's objectives, and communicating progress with students, teachers, and parents.



## 29. STUDENTS ACHIEVING BELOW GRADE LEVEL

While we anticipate that most students' needs will be met by the wide variety of school-wide supports already in place, Equitas Academy 5 will implement numerous strategies to support low-achieving and/or at-risk students through the following:

- Implementation of the Lucy Calkins Reader and Writers Workshop Model – to support students 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 students are referred for an SST and defined as low-achieving, if they meet the following criteria:

- performing more than one level below his/her actual grade level
- earning below 70% in one or more core subjects and therefore in danger of failing the grade
- earning below 2 on rubrics of core content learning standards
- not on track to make at least one grade level of growth in English Language Arts, and Mathematics Strategies

The SST meeting will identify strengths, areas of concern, goals, objectives, evaluation and timeline for addressing the needs of low-achieving students. Student progress will be monitored and documented by the SST team every three weeks. The SST meeting will be 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 student in differentiated instruction or appropriate flexible ability group, customizing student'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 students in for additional tutoring during enrichment periods, customizing homework to meet student SST objectives, and communicating progress with students, 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.

### **30. SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS**

The design of Equitas Academy 5 is geared specifically towards the needs of socioeconomically disadvantaged students. We will provide the structural, programmatic, and curricular elements that enable teachers to bridge their students' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of socio-economic status. Instructional methods and educational components at Equitas Academy 5 are designed to address the needs of this population.

Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Equitas Academy 5's School Leader will be primarily responsible for maintaining and analyzing assessments records to ensure we are meeting the needs of this targeted population. For individual students needing additional support, we will 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 students' needs.

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

### **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.

## 31. STUDENTS IN OTHER SUB-GROUPS

As noted throughout this petition, Equitas Academy 5 is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. These students will be identified through teacher/family/staff referral. Equitas Academy 5 will provide extensive support for these students in the context of our entire caring, supportive school community. As detailed above, our SST process and teacher training will ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students 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 students will be “statistically significant” we will track these students’ progress both individually and as a group(s) within our data system and analysis process, as we do all other students.

## 32. A TYPICAL DAY

A school visitor to Equitas Academy 5 would have the benefit of following a typical student. Malena is a six-year old student 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>39</sup>, makes eye contact and firmly shakes her hand, proudly saying, “Good morning, Mrs. Din.” Mrs. Din 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 8am, morning meeting begins. The morning meeting is an instructional component of the day. Each day begins with an emphasis on the Equitas Academy 5’s 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>40</sup> In addition, morning

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<sup>39</sup> All 500 students shake a school leaders’ hand each morning before entering the school.

<sup>40</sup> Class meeting structure informed by Kriete, R. (2002). *The Morning Meeting Book*. Northeast Foundation for Children. MA.

meetings provide opportunities for developing student 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 students 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,  
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 students 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 students complete a Venn diagram to help with the discussion of the story's problem.

After concluding their discussion of *Amos and Boris*, students line up for literacy groups. While students 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 40 -minute 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 entered Ms. Alvaro room and she is teaching guided reading. Students are reading from a big book and Malena is listening for the rhyming words in the story. After the group works on rhyming, the students sequence the story. The timer goes off and music begins playing. This is the signal for students to get ready for their snack break.

After the snack break, Malena moves into her third and fourth 40-minute literacy 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.

After the four literacy groups, 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.

Next, Malena goes with her class to 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 social studies, music and more math. In social studies, the class is working on the California social studies content standard: *students 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 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 students 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.



## **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.

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

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

## **2. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

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

## **3. MEASURING PUPIL PROGRESS TOWARDS OUTCOMES: FORMATIVE ASSESSMENT**

At all times, our goal is to ensure that every student 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. Student achievement data is used to assess student progress; address whether a student requires additional academic intervention, small group instruction, or additional scaffolding and/or academic tutoring. Assessment data is also used to assess student 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 are the various types of formative and summative assessments Equitas Academy 5 will implement to assess student learning.

- Daily Formative Assessments: Exit slips, writing prompts, quizzes
- MAP diagnostic assessments at the beginning of the year in ELA & Math, and again mid-year and end- of-year.
- Diagnostic Fountas & Pinnell reading assessments – used to determine whether a scholar is ready to advance to the next level. This information is shared with students and their families.
- Teacher created common core aligned benchmark assessments in ELA, math, science and history (social studies)
- Curriculum embedded assessments
- CAASPP (Smarter Balanced Assessments)
- ELPAC – for EL's

## 4. DATA ANALYSIS AND REPORTING

Equitas Academy 5 understands the importance of data collection and analysis in measuring and improving student learning. We will use both external and internal standards-based assessments to measure student performance, analyze data closely, and convert results into specific measurable action plans that support strong academic achievement for every student. 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 students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor Students 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 students are making adequate progress toward mastery.

Equitas Academy 5 uses data analysis to inform and improve teaching and student learning. In order to ensure students meet statewide performance standards, the School Director oversees the collection and analysis of state data using Kickboard. Students 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 student performance expectations, teaching priorities, student 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.

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 5

Assessment	Purpose	Grade	Administration Timeline
<b>English Language Arts</b>			
Internally-Created Tests	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 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 Pinnell/Reading A to Z	Measure students' 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
SMARTER BALANCED Test	State Standardized Test	3-4	Once a year
NWEA/MAP	National Normed-Referenced	TK-4	Twice a year
<b>Mathematics</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 Assessment	Measure standards mastery	TK-4	Upon enrollment and every trimester and/or as needed
SMARTER BALANCED Test	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	Every Year
Oral Language Development	Measure oral language development	TK-4	Every six weeks and as often as needed

## **Communication with Students and Families**

Equitas Academy 5 will involve students and their parents in the analysis of student work, student progress, areas of strength, and plans to address areas that need growth. After each round of interim assessments, teachers will share results with students and parents in progress reports and conference meetings. Teachers will work with each student to set goals for the upcoming assessment.

Teachers also will use interim assessment results to create and maintain records on each student that demonstrates progress toward mastery for each content standard. The standards-based assessments will be shared with students 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 will be sent home for parents to review and sign.

State testing results will also be sent to families and Equitas Academy 5 will host an annual parent meeting each summer to share the school's progress toward school-wide goals and also explain individual score reports to students and their families. In addition, Equitas Academy 5 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.

## **5. GRADING, PROGRESS MONITORING AND PROMOTION/RETENTION**

Grading Policy is based on demonstration of mastery of the California Common Core Standards. Grades will include student 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 student's level of mastery of the State Content Standards. Students will be assessed using a rubric and/or will receive a letter grade.

## Grading Policy of Equitas Academy 5

Letter Grade	Percentage	Rubric Score	Definition
A+	98-100%	4	A student earning an A or 4 in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	93-97%		
A-	90-92%		
B+	88-89%	3	A student earning a B or 3 in a course is consistently demonstrating proficiency with the content standards.
B	83-87%		
B-	80-82%		
C+	78-79%	2	A student earning a C or a 2 in a course is consistently demonstrating basic competency with the content standards.
C	73-77%		
C-	70-72%		
NI (needs improvement)	Below 70%	0 or 1	A student earning less than 70% in a course needs to demonstrate improvement and has not demonstrated a basic level of mastery with the content standards. Mastery of the standards needs to occur. If students are not meeting standards, remediation is provided to students to reach standards mastery.

There will be school-wide standards for grading. Teachers will be trained on the school's policy and will work with the School Director to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of CCSS. Despite various interventions and extra supports, if students are still far below grade level, another possible intervention will be retention.

Parents will be informed through SST meetings and in written reports of student progress and the possibility of retention by the end of the second trimester (March). Although parents will be informed throughout the process, the final decision for retention rests with the Equitas Academy 5 administration.

## **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 Board-approved District policy as it relates to charter schools.<sup>41</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

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<sup>41</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.”

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**

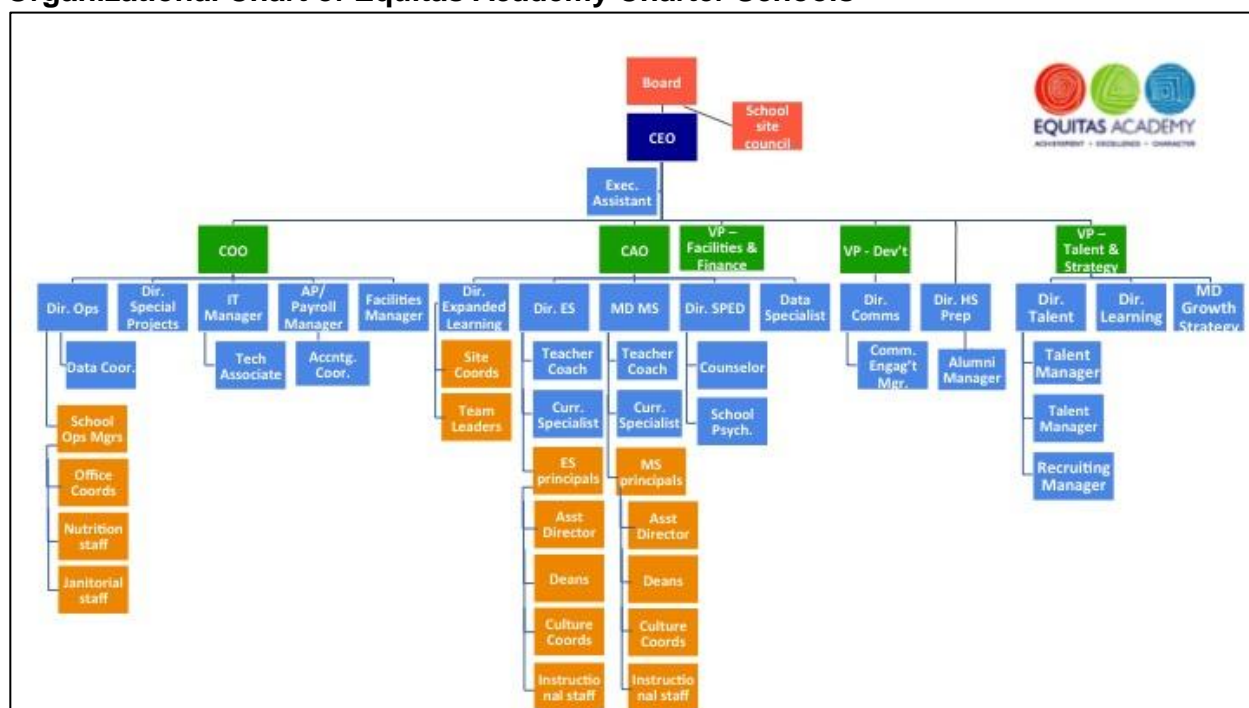
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands 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.

# **1. GOVERNANCE STRUCTURE**

Equitas Academy 5 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 will delegate 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 of Equitas Academy Charter Schools



## 2. BOARD OF DIRECTORS

Equitas Academy 5 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 its 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.

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, with telephonic participation available within the requirements of the Brown Act (i.e. agendas specifying location of teleconference participants, posted at publicly accessible location with teleconference capabilities). Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of all Equitas Academy Charter schools for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the school's website, published in the monthly newsletter to parents, and posted in the main office of the school at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the school's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Minutes of each meeting 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, 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 5 (and the other Equitas schools) including but not limited to the following:

- Ensure Equitas Academy 5 meets its mission and goals
- Monitor student 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 \$40,000.00 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 Equitas Academy 5;
- 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 Equitas Academy 5 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 Equitas 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 students 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 students 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 By-laws; 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.

### **3. CEO AND NETWORK STAFF**

The CEO and Network staff is responsible for the oversight of all school operations at all Equitas campuses; the CEO will closely supervise the Equitas Academy 5 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 CEO, CAO, COO, VP of Talent and Strategy, Director of Operations and Director of Special Education are included in Element 5.

### **4. SCHOOL DIRECTOR**

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

### **5. PARENT INVOLVEMENT IN DECISION MAKING**

The organizational structures at Equitas Academy 5 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 students 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 student learning. Equitas Academy 5 will find meaningful ways to engage teachers in building relationships with the families of each of their students.

Along with our strong committed Board, Equitas Academy 5 believes families play a key role in the education of their children. Equitas Academy 5 will utilize family involvement to forge parent partnerships with the school through the creation of the School Site Council (SSC) (comprised of the school director, teachers, staff, and parents).

The SSC shall be composed of at least 10 members, selected by their peers, as follows:

- 3 Classroom teachers
- 1 Other school staff members
- 5 Parents or community members
- The school principal shall be an ex officio member of the SSC

The number of members maybe increased as long as a 50% parent or community members ratio is held and teachers make up the majority of the other 50% of the SSC. The SSC will be informed through key work streams based on the daily, weekly, and monthly needs of the school determined by school leadership, families, and students. 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 decision making, facilitation, how to track data and gauge impact of decisions.

In accordance with the California Education Code, section 52176(b), Equitas Academy 5 will establish an English Learner Advisory Committee (ELAC). Equitas Academy will form the ELAC at any time during the school year when the number of identified EL students reaches 21 or more. All parents with students attending the school in which the ELAC is established are eligible and will be encouraged to participate in the ELAC. The School Director will ensure that ELAC members receive appropriate training.

Each year, the School Director also will engage students, 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.

## **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.

## **A. EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES**

Equitas Academy 5 consists of committed professionals who provide all children an excellent educational program. All staff members will be committed to the mission and vision of Equitas Academy 5 and will work diligently to ensure they are accomplished. All staff members will be actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of the school. Staff which supports multiple schools are listed as Network staff.

### **a. CEO (Network)**

The CEO’s responsibilities include management of all areas of the 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 students, families, faculty, and leadership team
- Demonstrate a strong passion for education by developing mission driven programs and policies
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in student 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 systems of strong professional development when appropriate
- Ensure Direct reports use data driven analysis to evaluate teacher performance and student academic achievement
- Provide all necessary resources, training, and materials for the staff to effectively raise student 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 student 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 students, 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 student achievement

#### *Minimum Educational Qualifications*

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

#### **b. 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 student 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 students, staff, and community
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize student 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 in Business Administration, Educational Leadership or similar field of study strongly preferred

### **c. CAO (Network)**

The Chief Academic Officer (CAO) is responsible for providing vision, management experience, and educational expertise for all Instruction at Equitas Academy'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 (Agency).
- 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 student 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 students.
- 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
- Masters or Doctorate in Curriculum, Instruction, Educational Leadership or similar field of study strongly preferred

#### **d. Vice President of Talent and Strategy (Network)**

The Vice President of Talent and Strategy (VPTS) recruits the high quality educators and candidates for our school and organization, and is responsible for attracting, developing, and retaining a highly-talented, diverse team of teachers and staff with strong growth mindset and commitment to our mission, and ensuring the organization and its departments have well-defined goals, clear strategies, and effective processes to monitor progress and achieve our annual and long-term goals.

#### *Leadership Skills and Characteristics*

- Represent the organization as an exceptional external ambassador for all stakeholders as the leader of talent in the organization
- Model the core value of curiosity and imbed the value for learning for all roles and positions in the organization
- Demonstrated success in leading high impact projects impacting many stakeholders, in the K-12 or non-profit setting
- Demonstrated ability to lead and manage a highly effective team as well as lead through influence where positional authority does not exist
- Solves problems strategically while weighing the advantages and disadvantages of each approach with a network-wide lens
- Ability to implement systems effectively and evaluate those systems to reduce error and increase engagement
- Ability to manage multiple projects and prioritize effectively
- Incredibly strong communication skills in all mediums including but not limited to: written communication, adult learning platforms, and in person delivery and enrollment of strategy
- Ability to transition quickly from individual, detail oriented projects to collaborative, people-oriented conversations

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

### *Administrative Duties*

- Create, lead and execute on a cohesive vision for talent across the network including the acquisition of mission aligned and skilled talent, the development of people in skills and mindsets that promote growth and the retention and engagement of staff over time;
- Oversee and improve the talent acquisition process that results in a high quality teacher and leader in each position by enhancing the recruitment strategy, redefining selection processes and systems and implementing an effective onboarding process for all incoming talent;
- Lead a team of various direct reports all within the talent team/department with the specific outcome of aligning all talent practices, communication and work streams to create cohesion and engagement for the end users – hiring managers and candidates;
- Design talent development programming and plans to provide a growth trajectory for teachers and leaders across the network with the intention of transforming talent and providing a pipeline for future growth and implement programming within one year of the role;
- Design a teacher and leader retention strategy that addresses the most core aspects of talent engagement and sustainability as well as addresses pain points for teacher sustainability over time and identify the scope of the implementation for upcoming school year;
- Implement diversity goals across all departments and comprehensive strategy for ensuring that a diversity and equity lens is applied across all talent aspects including acquisition and development;
- Lead annual priority-setting and execution-planning process;
- Assist departments in developing detailed operating plans based on strategic plan;
- Coordinate with budget team to determine how to reallocate resources based on strategic plan;
- Lead process of developing performance outcomes with targets that align with school and organizational goals;
- Build a performance management system to monitor progress on the plan;
- Refine and manage accountability processes to ensure the organization meets its strategic goals;
- Refine expansion strategy including start-up process/roadmap & replication model;
- Lead strategic initiatives related to growth;
- Build internal organizational capacity and efficiency;
- Strengthen staff culture and employee growth;
- Serve as a thought partner and strategic advisor to the CEO and other senior leaders on the Executive Team;
- Support efficiency and effectiveness of the CEO;
- Participate with the CEO and Executive leadership team in solving a variety of long-term and day-to-day organizational challenges;
- Provide strategic leadership and management, ensuring that the vision is not lost in the daily operations of the organization.

### *Minimum Educational Qualifications*

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

### **e. Director of Operations (Network)**

The Equitas Director of Operations is relentless in his/her aim to facilitate effective school functioning and provide leadership on all non-instructional obligations in order to allow for a laser-focus on student achievement. The Director of Operations is responsible for the smooth day-to-day operations of multiple schools and leads the Operation Department.

### *Leadership Skills and Characteristics*

- Embody and advocate the mission, vision, and strategic direction of the school
- Communicate effectively and maintain strong relationships with students, families and colleagues
- Be able to work cooperatively with colleagues
- Fast acting professional
- Process oriented, analytical problem solver, strategic planner, solution oriented
- Inspire and lead the Operations Department.

### *Administrative Duties:*

- Supervise team to ensure daily school operations which includes school management, financial management, communication, facilities, transportation, nutrition programs, student information systems, enrollment, IT, and state and grant reporting (including CALPADS, CBEDs, CNIPS, Attendance, SARC, P1 and P2)
- Manage all operational personnel (including office, custodial staff and nutrition staff)
- School management (facilitate student arrival, departure procedures, coordinate field trip procedures, provide classroom support as needed, managing scheduling and logistics for school wide events)
- Manage school readiness during the summer including facilities, procurement, inventory, etc.
- Facilitate recruitment, enrollment, and attendance procedures and policies
- Act as contact point between back office and ensure services are completed on both ends
- Oversee the accounts payable, inventory, payroll, weekly deposits and school site accounting systems
- Oversee process of meeting compliance of local, state, and federal requirements
- Oversee charter renewal and yearly authorizer visits
- Complete any other tasks given by COO
- Communicate effectively with students, parents, organization partners, and colleagues



### *Minimum Educational Qualifications*

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

### **g. 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 by the Director of Operations
- Supervise the Office Admin staff

### *Qualifications and Experience*

- Commitment to Equitas Academy 5'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

### **h. Operations Support Staff**

The operations support staff includes the Office Coordinator, Nutrition Coordinator, School Safety Coordinator, and Housekeeping Coordinator. These roles collectively are responsible for the daily operations of the front office, nutrition, and maintenance of the facility, under the general supervision of the School Operations Manager.

### *Key Skills and Responsibilities*

- Believe in the school mission that all students 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, students, 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 student 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, 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

#### **i. 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 students, families, faculty, and administrators
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in student 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 student 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 student academic achievement
- Assist in student 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 students 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 student 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
- Masters level or advanced degree preferred

#### **j. Resource Specialist**

The Resource Specialist will help to ensure the success of all students 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 student performance
- Managing Special Education Data System
- Working with special education students; 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 student progress, participates in review and revision of IEP, as appropriate
- Articulating curriculum between and among student levels
- Maintaining appropriate student 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 students
- Maintaining high expectations for students' learning and overall conduct
- Developing and administering a variety of assessments to measure students' growth towards goals and monitor students' mastery of the content standards
- Participating regularly in professional development and reflecting on teaching practice
- Communicating and building positive relationships with students, students' families, colleagues and other stakeholders
- Working collaboratively in a professional learning community
- Using multiple student 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
- Must meet NCLB/ESSA requirements
- 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 student achievement.
- Passion for working with a socio-economically, culturally and racially diverse community of students and family members.
- Demonstrate an ability to work in collaboration with other staff and faculty members.

## **k. Teachers**

Equitas Academy 5 teachers (including the enrichment teachers) are relentless in their aim to see student 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 students to reach success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with students, 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 student 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 student 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 student safety
- Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content
- Assessing students 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 students, parents, and colleagues
- Using detailed data analysis of student performance to inform best practices
- Identifying students 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 student success
  - Experienced classroom teacher with demonstrated quantifiable and objective student 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

## **I. Director of Special Education (Network)**

The Director of Special Education oversees our entire Special Education Program at all schools, and is responsible for the coordination of services, completing all compliance reports, coordinate IEP's and complete LAUSD SPED checklist. The Director of Special Education does not directly provides services or supports to individual students.

Equitas hires its Special Education staff including Para- professionals, and consultants, and has fiduciary responsibility for meeting all IDEA requirements. Our Director of Special Education also provides Professional Development to our classroom teacher on methods to

identify students with special needs, and how to support SPED students through a co-teaching, push-in model. A push-in model holds teachers accountable for student learning, supports the student with a co-teacher, and de-stigmatizes the student because instruction takes place in a mainstream classroom, supported by a specialist to ensure the student's IEP needs are being addressed.

### *Key Leadership Skills and Responsibilities*

- Supervise and provide leadership for the Special Education program at multiple schools
- Develop and implement appropriate educational curriculum
- Provide leadership in the timely assessments of students including completion of the Evaluation Report (ER) and Individual Education Plan (IEP) related paperwork
- Report quarterly progress on each student to Director of Curriculum and Instruction
- Collaborate with Director of Curriculum and Instruction to manage and organize the physical classroom environments to promote learning, including the development of classroom management systems
- Use effective teaching and behavior management strategies
- Follow all required program modifications indicated in each student's IEP
- Work with teachers to design, modify and implement project curriculum to meet the individual learning needs of our students
- Advise teachers about means of modifying teaching methods when working with special needs children in their classrooms
- Provide faculty with program and testing modifications from each student's IEP before the start of the school year
- Provide direct instruction to individuals and small groups
- Assess how each child learns best and then adapt teaching methods to fit each student's unique learning style
- Establish classroom climates that encourage student growth and development in areas of knowledge, skills, and attributes as delineated in the educational mission
- Administer diagnostic tests
- Function as liaison and advocate for special education students in home teams and with personnel from outside agencies as necessary
- Communicate and collaborate with other members of the faculty on issues regarding concerns about individual students
- Monitor student progress towards achieving instructional objectives and goals on the IEPs and report service hours on Welligent
- Maintain regular contact with parents of students receiving special education services
- Meet with parents/guardians prior to IEP meeting to communicate results of assessment so that parents can fully understand the assessment results and contribute fully to the IEP meeting
- Create welcoming environment for parents, including participating in any meetings with school personnel regarding student performance
- Report on student progress through quarterly updates of progress on IEP goals/benchmarks
- Initiate and conduct individual parent meetings for students receiving IEP services



- Conduct at least two parent education meetings/workshops on special education related topics
- Develop, maintain, and lead in Student Support Team meetings for students identified as potentially having special needs
- Collaborate with others on staff to make the best decisions for the overall school program
- Work with the administrative staff and other faculty members to ensure the implementation of a cohesive educational program

#### *Administrative Duties*

- Report special education statistics as they become available
- Complete ER and IEP paperwork as required by federal and state laws
- Maintain the confidential files for special education students
- Participate in determining appropriate classroom placement for incoming and transitioning students
- Supervise all special education staff
- Coordinate Special services as required by each student's IEP

#### *Qualifications and Experience*

- California Teaching Credential with Education Specialist Instructional Credential
- Successful manager of an urban classroom who has used structure and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains with English Language Learners
- 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
- Unwavering belief that all students can achieve and ultimately graduate college

### **10. Teacher Credential Assurance**

Equitas Academy 5 agrees to comply with all federal regulations as they apply to certificated and paraprofessional employees of charter schools. It will conform to the legal requirement that all Equitas Academy 5 teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

## **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 blood borne 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 school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

### **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.

## **1. CUSTODIAN OF RECORDS**

The Chief Operations Officer will serve as the Custodian of Records for Equitas Academy 5.

## **2. STUDENT HEALTH AND WELLNESS**

Equitas Academy 5 is committed to providing a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating, and overall physical and emotional health. All students will have opportunities, support, and encouragement to be physically active on a regular basis, including at least 200 minutes every two weeks of P.E. Our food vendor will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat. Equitas Academy 5 will participate in appropriate and available federal school meal programs (including the School Breakfast Program, National School Lunch Program, etc.). During Advisory/Life Skills, students will engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, sexual health and more. The school will conduct regular health, vision, hearing and scoliosis screenings. Counseling services will be provided for all students in need of additional social and emotional health support.

Equitas Academy 5 is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement. Our Board reviews our policy each year to ensure we maintain our commitment to wellness.

## **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.

## **1. RECRUITMENT METHODS**

Equitas Academy 5 will open with 100 TK/K students in the summer of 2018 and will eventually serve 500 students in TK-4.

Recruitment materials are bilingual English/Spanish to communicate the mission and educational program of Equitas Academy 5. Marketing materials are delivered to homes in the targeted community that include school information, including the school website and phone number for additional information. Information sessions at local community centers, day cares, and after school programs ensure parents residing in the targeted neighborhood are informed about the opening of the proposed Equitas Academy. We also recruit using the newspaper and radio ads, website and mailings. Specific student 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 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.

Sample bi-lingual recruitment materials used by Equitas in the previous 2017-2018 school year are provided below and will be updated for Equitas Academy 5 for 2018-2019 school year recruitment efforts.

Sample Recruitment Material (English)	Sample Recruitment Material (Spanish)
 <p><b>APPLY FOR NEXT SCHOOL YEAR <i>TODAY!</i></b></p> <p>The application to attend Equitas Academy schools for the 2017-2018 school year is now live! <b>Seats available, apply now!</b> Please visit <a href="http://www.equitasacademy.org">www.equitasacademy.org</a> to apply.</p> <p><i>We are excited to announce that Equitas Academy will be opening a new school next year (Equitas Academy #4) serving 100 5th Grade scholars in its first year!</i></p>  <p><b>EQUITAS ACADEMY</b> ACHIEVEMENT • EXCELLENCE • CHARACTER</p> <p>1700 W. Pico Blvd., Los Angeles, CA 90015   T. 213 201.0440   F. 213 652.4444</p>	 <p><b>APLIQUE PARA EL PRÓXIMO AÑO ESCOLAR <i>HOY!</i></b></p> <p>La solicitud para asistir a las escuelas de Equitas Academy para el año escolar 2017-2018 está ahora en vivo! <b>Asientos disponibles, aplique hoy!</b> <b>Por favor visite <a href="http://www.equitasacademy.org">www.equitasacademy.org</a> para aplicar.</b></p> <p><i>Estamos muy contentos de anunciar que Equitas Academy va abrir un nuevo escuela el próximo año (Equitas Academy 4 #) que va a servir a 100 estudiantes de 5to grado en su primer año!</i></p>  <p><b>EQUITAS ACADEMY</b> ACHIEVEMENT • EXCELLENCE • CHARACTER</p> <p>1700 W. Pico Blvd., Los Angeles, CA 90015   T. 213 201.0440   F. 213 652.4444</p>

## **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.



## 1. ADMISSIONS REQUIREMENTS

Equitas Academy 5 will be 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. Enrollment is on a first come, first served basis.

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

Equitas Academy 5 enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Equitas Academy 5 is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.” If the number of students 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.

## 2. STUDENT RECRUITMENT

Recruitment materials are bilingual English/Spanish to communicate the mission and educational program of Equitas Academy 5. Marketing materials are delivered to homes in the targeted community that include school information, including the school website and phone number for additional information. Information sessions at local community centers, day cares, and after school programs ensure parents residing in the targeted neighborhood are informed about the opening of the proposed Equitas Academy 5. We also recruit using the newspaper and radio ads, website and mailings. Specific student recruitment efforts include:

Location	Efforts	Dates and Times
Pico Union Housing Corporation	Information session, flyer distribution	Monthly flyers distribution and monthly information sessions (March-July)
Bill Cruz Day Care	Information session, flyer distribution	Monthly flyers distribution and monthly information sessions (March-July)
RedShield - The Salvation Army	Information session, flyer distribution	Monthly flyers distribution and monthly information sessions (March-July)
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Location	Efforts	Dates and Times
LA Day Care	Information session and flyer distribution	Monthly flyers distribution and monthly information sessions (March-July)
Pico Union Library	Flyer distribution	Monthly flyers distribution (March-July)
Markets	Flyer distribution	Weekly flyers distribution (March-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 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.

### 3. LOTTERY PREFERENCES

In accordance with applicable state law, the following groups of students are exempted from the lottery:

- Students who are currently enrolled

Lottery preferences reflect our intention to keep families intact to the extent possible and will be given in order to the following groups in accordance with State Law and LAUSD policies:

- Siblings of admitted students who reside within the boundaries of LAUSD attendance area.
- Students who reside within the boundaries of LAUSD attendance area.
- Children of teachers and staff (up to a cap of 10% of enrollment) who live within the boundaries of LAUSD attendance area.
- Siblings of admitted students who do not reside within the boundaries of LAUSD attendance area.
- Children of teachers and staff (up to a cap of 10% of enrollment) who live outside the boundaries of the LAUSD attendance area.

## 4. 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 Academy 5 will notify the public of open enrollment by posting banners on all of its existing school facilities and updating its website. The lottery application form will be available hard-copy and on the website, and will only include requests for the following information:

- Student 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 will be counted to determine if any number of applications that exceed available seats. If the number of students who have applied exceed capacity as of the date of the application deadline, the school holds a single 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 will be posted at the Equitas Academy 5 school site and on the website regarding the date and time of the public drawing once the lottery-submission deadline date has passed. Notice will include 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 volunteer that draws the pupil names and verifies lottery procedures are fairly executed. The lottery will be held at the location of the school (and in the first year, before the school opens, at another Equitas facility located near the anticipated 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 will be readily available in the school's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

Within two weeks following the lottery, students who are offered spots will be asked by the School Operations Manager or Office Coordinator to complete an Enrollment Packet within two weeks to secure their spot. School staff will be available to assist families in completing this paperwork if needed. Students who are on the wait list will be notified of their status in writing.

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 will be filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families will be contacted by the School Operations Manager in the order of the wait list and will be given 48 hours to decide whether or not to verbally accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year and does not “roll over”; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

## Element 9 – Annual Financial Audits

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

### 1. ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of Equitas Academy 5 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 noted by the auditor. The action plan will resolve any deficiencies, findings, material weaknesses, or audit exceptions within a reasonable period.
- The Board of Directors will review and approve the audit no later than December 15.

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

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

*“The procedures by which pupils can be suspended or expelled.” (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.

# **1. DISCIPLINE FOUNDATION POLICY**

Equitas Academy 5 will adhere to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. While based on Equitas' successful discipline policies for students at our other schools, in order to ensure stakeholder "buy-in," the school-wide discipline policies at Equitas Academy 5 will be developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment. We design the school to focus on a positive school climate consistent with the School Climate Bill of Rights resolution. We use alternatives to suspensions to support students when behavioral missteps occur, which include teacher conversation using Love and Logic

and redirection. The 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 student 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, Equitas Academy 5 families will each receive a copy of the Parent Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the School's discipline policy. The handbook will be revised and approved annually through the Governance Committee of the Board of Directors to comply with any regulatory requirements. In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be 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 and negative consequence include completing a reflection during a time out or loss of some recess time. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior. 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
- Suspension
- Expulsion

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Any student 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's staff and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. Equitas Academy 5 is exempt from state Education Code requirements and procedures related to

student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student 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

Equitas Academy 5 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 will use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will 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 examples of such grounds for mandatory and discretionary expulsion are included below. Suspended students 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 student be expelled. The School Director has the right to recommend expulsion of any student 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.

## **2. 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. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teacher provides support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student 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.

## **3. SCOPE OF JURISDICTION**

This scope of jurisdiction will include, but is not limited to the students' rights and responsibilities while on school grounds as well as other activities as outlined in the Parent and Family Handbook.

## 4. GROUNDS FOR SUSPENSION AND EXPULSION

Equitas Academy 5's School Director will bear primary responsibility for overseeing all student discipline. The School Director has the authority to suspend students.

***Mandatory 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 student 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 of a firearm
- brandishing of a knife
- sexual assault or battery, and possession of an explosive
- Sexual Assault/Sexual Battery

Any student 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, students may be immediately suspended and recommended for expulsion upon a determination that the student 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 student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.

- Knowingly received stolen school property or private property.
- 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.

## **6. PROCESS FOR SUSPENSION OR EXPULSION**

To protect student 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 students.

### **Family Conference**

Suspension shall be preceded by a conference conducted by the School Director with the student and his/her parent within two days. The purpose of the conference will be to inform the student and his/her parent/guardian of the reason for disciplinary action and any supporting evidence for that action. The student 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 student'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 students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by the School Director of Equitas Academy 5 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 student. In addition, the notice will contain the date and time the student may return to school. 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.

## **7. 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 students may not exceed a period of 5 consecutive days unless a recommendation has been made by the School Director and agreed to by the student'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 students 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.

## **8. MEANINGFUL ACCESS TO EDUCATION DURING SUSPENSION**

The School Director of the suspended student will collect and provide the student 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 student's parents and all needed materials will be left in the front office. Students will take all tests missed upon their return to school.

## **9. SUSPENSION PENDING OUTCOME OF EXPULSION PROCESS**

Students 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 student causes a continuing danger to the physical safety of the student or others.

Students recommended for expulsion will be entitled to a hearing, to determine whether or not the student should be expelled. If requested, the hearing will be held within 30 days from the date of the recommended expulsion, during which time the student is to remain suspended.

## **10. EXPULSION PROCEDURES**

The expulsion hearing will be presided over by an Administrative Panel appointed by the CEO, 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 or a Board member of the Charter School's governing board in order to ensure impartiality. 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. 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 student and the student'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 student 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 student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or other advocate.
- Right of postponement
- Notification of obligation to provide information about the student's status at the Charter School to any other school district or school to which the student 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 student or parent/guardian. A recommendation 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 decision shall be in the form of written findings of fact and a written recommendation to the Board who will make a determination regarding the expulsion. In its determination, the governing board will review the decision of the administrative panel and evaluate due process, evidence and new additional evidence the family brings and decide to issue an expulsion order. The decision by the Board shall be made within ten school days following the conclusion of the hearing. The Decision of the Board is final unless a written appeal is filed to the School Director within 10 business days of the decision. .

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

The final notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School
- Terms of expulsion
- Rehabilitation Plan
- Criteria for Rehabilitation plan
- Eligibility date for reinstatement.

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

Expulsion hearings involving sexual assault or battery offenses conform to the same administrative procedures as described above, with the inclusion of the following special procedures. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. The School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the person conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the person conducting the expulsion hearing finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person conducting the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the person conducting the hearing shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the person conducting the hearing from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the proceedings during that testimony. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary



circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary 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 student's suspension or expulsion.

The suspension of a student 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 students, a decision by the CEO regarding student 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 student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the Equitas Academy Governing Board and the family will have a meaningful opportunity to be heard in the appeal process. For a student 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. Equitas Academy 5 will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post expulsion support to expelled students and their families to facilitate continued access to education

## **11. REHABILITATION PLANS**

### **Reinstatement and Readmission**

Pupils who are expelled from Equitas Academy 5 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 student 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 Equitas Academy 5 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. 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. Equitas Academy 5 is responsible for reinstating the student upon the conclusion of the expulsion period.

## **Element 11 – Employee Retirement Systems**

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

### **1. CERTIFICATED STAFF MEMBERS**

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and Equitas Academy 5 will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Equitas Academy 5 will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Equitas Academy 5 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.

### **2. CLASSIFIED STAFF MEMBERS**

Social Security payments will be 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 will be covered by the Federal Social Security program.

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

### **3. OTHER STAFF MEMBERS**

Social Security payments will be 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 will be covered by the Federal Social Security program.

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

## **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.

As a school of choice, Equitas Academy 5 does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District's School Choices brochure.

## **Element 13 – Rights of District Employees**

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

Malka Borrego  
Equitas Academy 5  
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  
Equitas Academy 5  
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.

## **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.

## **1. SCHOOL CLOSURE AGENT**

In the event of the closure of Equitas Academy 5, the school's closure agent will be the COO of Equitas Academy 5.

## **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, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

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

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

### **FISCAL MATTERS**

#### **District Oversight Costs**

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

#### **Cash Reserves**

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

#### **Third Party Contracts**

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



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

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

### **STUDENT BODY FUNDS**

CHARTER SCHOOL SHALL SUPERVISE AND MANAGE ANY AND ALL STUDENT BODY FUNDS IN A MANNER CONSISTENT WITH THE PROVISIONS OF EDUCATION CODE SECTIONS 48930-48938. CHARTER SCHOOL SHALL INCLUDE AND ADDRESS STUDENT BODY FUNDS IN ITS FINANCIAL REPORTS, AND ENSURE THAT SUCH FUNDS ARE INCLUDED AND ADDRESSED IN CHARTER SCHOOL'S ANNUAL AUDIT AS A STAND-ALONE ITEM.

### **AUDIT AND INSPECTION OF RECORDS**

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

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

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

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

- Compliance with applicable grant requirements.

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

### **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 - District Required Language**

### **Assurances, Affirmations, and Declarations**

Equitas Academy 5 (also referred to herein as “Equitas 5” 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>42</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 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

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<sup>42</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.

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(1). 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 blood borne 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 school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

### **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. 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  
Equitas Academy 5  
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

Director/Principal  
Equitas Academy 5  
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.

## **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).)