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EQUITAS ACADEMY

ACHIEVEMENT • EXCELLENCE • CHARACTER

**EQUITAS ACADEMY #2 CHARTER SCHOOL
CHARTER RENEWAL PETITION**

FOR JULY 1, 2017 – JUNE 30, 2022

**RESPECTFULLY SUBMITTED TO THE
LOS ANGELES UNIFIED SCHOOL DISTRICT**

SUBMITTED JULY 26, 2016

**CONTACT:
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ASSURANCES, AFFIRMATIONS, AND DECLARTIONS

Equitas Academy #2 (also referred to herein as “Equitas Academy,” “Equitas #2,” and “Charter School”) shall:

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

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

collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

1. GENERAL INFORMATION TABLE

<u>GENERAL INFORMATION</u>	
<input type="checkbox"/> The contact person for Charter School is:	Malka Borrego, Founder and CEO
<input type="checkbox"/> The contact address for Charter School is:	2723 W. 8 th Street Los Angeles, CA, 90005
<input type="checkbox"/> The contact phone number for Charter School is:	(213) 201-5940
<input type="checkbox"/> The proposed address or ZIP Code of the target community to be served by Charter School is:	2723 W. 8 th Street Los Angeles, CA, 90005
<input type="checkbox"/> This location is in LAUSD Board District:	2
<input type="checkbox"/> This location is in LAUSD Local District:	Central
<input type="checkbox"/> The grade configuration of Charter School is:	5-8
<input type="checkbox"/> The number of students in the first year will be:	400
<input type="checkbox"/> The grade level(s) of the students in the first year will be:	5-8
<input type="checkbox"/> Charter School’s scheduled first day of instruction in 2017-2018 is:	September 5, 2017
<input type="checkbox"/> 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.)	400

<input type="checkbox"/> The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
<input type="checkbox"/> The bell schedule for Charter School will be:	7:30 a.m. – 4:00 p.m.
<input type="checkbox"/> The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

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

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

COMMUNITY NEED FOR CHARTER SCHOOL

Equitas Academy #2 Charter School provides an environment that maximizes the opportunity for academic and life success for every student. Equitas Academy #2 Charter School (Equitas #2, Equitas Academy #2, or Charter School) was originally approved by the Los Angeles Unified School District (LAUSD) for a five-year term in 2012. Due to lack of suitable facilities, the middle school delayed opening for one year, and in the fall of 2013, Equitas Academy #2 opened with 97 students in grade 5. Today, we serve 400 students in grades 5-8. ***In 2015, Equitas #2 was awarded prestigious recognition as a Gold Ribbon School by the California Department of Education (CDE).***

Equitas #2 is part of the Equitas Academy Charter Schools network that currently operates three public charter schools authorized by the Los Angeles Unified School District (LAUSD), with a fourth school approved for opening:

- Equitas Academy Charter School (K-4, 450 students) opened in 2009 and achieved a 2013 API score of 894, statewide rank of 9/10, similar schools rank of 10/10. In 2013-14, the CDE awarded Equitas prestigious recognition as a California Distinguished School and in 2015-16, designation as ***a Gold Ribbon School***.
- Equitas Academy #2 (grades 5-7, 300 students, growing to grades 5-8 in 2016-17), approved in 2012 and opened in 2013-14; LAUSD approved a Material Revision for Equitas #2 to accept 100 additional students to bring total enrollment to 400 students in grades 5-8 for 2016-17.
- Equitas Academy #3 (TK/K, 100 students, growing to 500 students in TK-4); and
- Equitas Academy #4, authorized by LAUSD on April 12, 2016, plans to open in 2017-18 and will ultimately serve 400 students in grades 5-8.

All Equitas schools are located in the Pico-Union area, a high-need community in the heart of Los Angeles where our Founder and CEO, Malka Borrego, was raised. Ms. Borrego's commitment to and success in improving educational options for this high-need community was recently recognized with the California Charter Schools Association's **2016 Hart Vision Leader of the Year Award**, established to "annually recognize and honor individuals demonstrating outstanding leadership and excellence in education." (CCSA Press Release, March 2016.)

Equitas' population is 95% Latino (and the remaining 5% non-white) with 95% of students qualifying for free or reduced-price meals; 12% of our students have disabilities. In 2015-16, 37% of our students were classified as EL (EL) – including 80% of incoming Kindergarteners – and another 46% of our students were classified as Fluent-English Proficient (RFEP). These rates are significantly higher than the District average of 25.4% EL and 16.6% RFEP. (Source: cde.dataquest.gov.)

The Equitas Academy Charter Schools are demonstrating that EL, socio-economically disadvantaged students and Hispanic/Latino students in our City can achieve academic success, as evidenced by the academic achievements highlighted below.

The Equitas Mission Has Already Proven to Be a Success

Equitas provides a structured, achievement-based school community that prepares students to graduate from four-year colleges and universities. Our college preparatory focus begins in kindergarten, and we continuously strive to ensure that students develop the skills necessary for entrance into high-performing secondary schools.

Throughout our history, our school leaders and especially our Founder and CEO, Malka Borrego, have mentored and coached other new school leaders and educators throughout Los Angeles and beyond. Ms. Borrego founded Equitas' first school at the culmination of her participation in the prestigious Building Excellent Schools (BES) Fellowship program, a national incubator and school leader training program that has led to the opening of 95 charter schools operated by 47 different organizations located in high-need urban areas nationally, including some of the nation's top-performing urban schools. (BES 2015 Report Card.) As part of one of the first cohorts of BES Fellows in Los Angeles, Ms. Borrego has gone on to mentor subsequent BES Fellows as they have launched additional high-performing charter schools in Los Angeles, and has used the flagship school as a training site for future and existing school leaders. BES has recognized Equitas as a member of "The Network," a select group of the highest performing BES schools nationwide: "Network schools demonstrate strong academic results, sound organizational practices, and the genuine ability to close the achievement gap in their communities." (*Id.*) The Network challenges and supports high-capacity leaders to examine and improve the quality and growth of their organizations.

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.

Our most innovative elements, replicable by other schools 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.

2. SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM

In just three years of operations, Equitas #2 has demonstrated consistently high academic achievement with student demographics that mirror the Pico-Union neighborhood schools. By providing a small school environment with individual attention, strong relationships between staff and students, and close communication between school and home, Equitas has offered a strong choice for families seeking high-performing educational opportunities in Pico-Union.

While further details about student achievement are provided in the following sections, we highlight the fact that Equitas also has been recognized nationally for success in closing the achievement gap. In March 2016, Education Cities released the *Education Equality Index*, the first national comparative measure of a socio-economic achievement gap, focused on the nation's 100 largest cities. The report's methodology gathered publicly available test data from 2011 to 2014 and compared statewide-standardized test scores from low-income students with their more advantaged peers. The data – the largest data set of its kind -- spans 42 states, 15,000 cities, 78,000 schools, and 43 million children. (educationequalityindex.org.) Both California and LAUSD were rated as having “massive” socio-economic achievement gaps.

Nationwide, the achievement gap stagnated or grew between 2011 and 2014 [O]nly two of 10 students in the[se] cities attend schools that are closing the achievement gap. . . . Only six percent of students from low-income families in the largest 100 U.S. cities attend a school with no achievement gap.

(Id.) In the 42 states that were evaluated, the Index identified up to 10 schools per state serving a majority low-income population that have demonstrated “small or nonexistent achievement gaps.” **Equitas was one of the 10 schools in all of California recognized for having the lowest achievement gaps in the State.** While this analysis and designation were made regarding our flagship elementary school, as evidenced below, Equitas #2 has realized similar results for our middle grades students.

a. Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to California law, a charter school that has been in operation for four years “shall” meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. Since Equitas #2 has only been in operation for three years (and will complete its fourth year in 2016-17), all during a time in which California’s Academic Performance Index (API) school performance measure was suspended (after 2013), the first three criteria do not apply. We thus focus on the fourth criteria¹:

¹ The fifth criterion only applies to alternative model (ASAM) schools.

- 1. Equitas #2’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.**

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

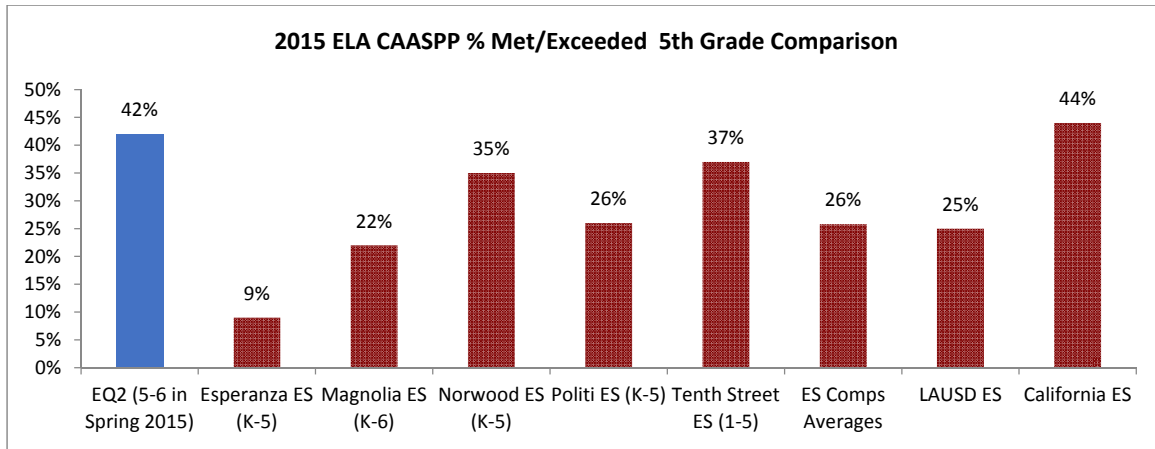
As requested by LAUSD’s Charter Schools Division (CSD), the following detailed data analysis includes comparisons to the top 10 “resident schools” our students would otherwise attend. We identified the top 5 elementary and top 5 middle schools Equitas #2 students would otherwise attend based on each currently enrolled student’s home address.

(a) CAASPP Proficiency Rates

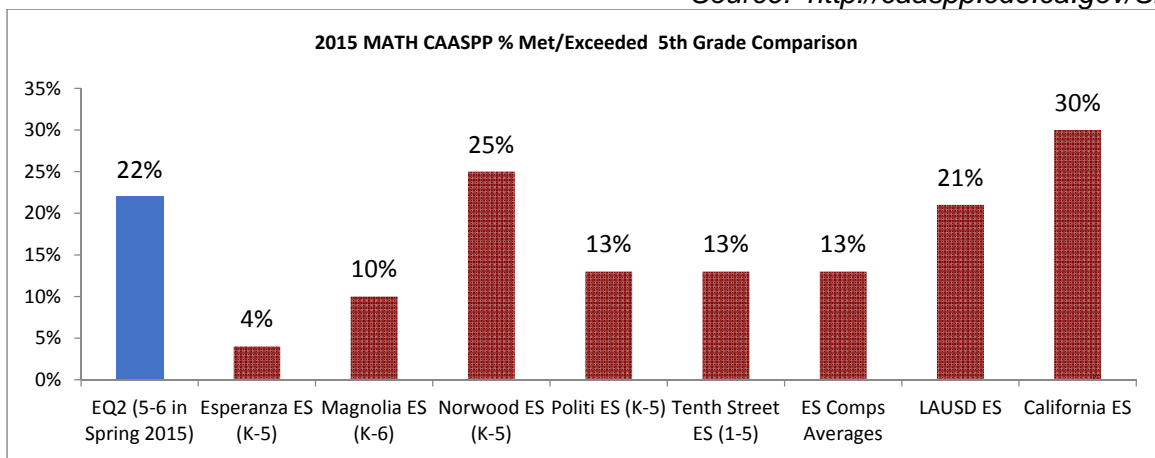
Equitas has realized strong student achievement over the past three years. Under California’s new Local Control Funding Formula (LCFF), each school is required to provide an “unduplicated count of pupils,” counting students who are FRPL, EL, homeless, migrant or foster youth once each, even if they meet more than one criteria. (Cal Ed. Code §2574(6)(2) and 42238.02(6)(1).) Equitas #2’s unduplicated count is 97%. (CALPADS 2016.) Yet, school-wide and for each of our statistically significant subgroups (Hispanic/Latino, FRPL, EL, SpEd), Equitas #2 has consistently demonstrated academic outcomes that outperform resident comparison schools and district averages.

California’s new CAASPPs were administered for the first time in 2015 to grades 3-8 and grade 11. Equitas #2 scholars participated and demonstrated very strong performance on these new, more complex tests. Equitas #2’s 5th and 6th graders performed the better than comparative school and district averages:

- In ELA, Equitas #2 5th graders’ achieved 42% ‘met or exceeded standards’, outperforming all five resident elementary schools’ 5th graders and LAUSD 5th graders, and within just two points of the statewide overall 5th grade proficiency rate;
- In Math, Equitas #2 5th graders achieved 22% met/exceeded, outperforming four of the five resident elementary schools and LAUSD overall 5th grade proficiency rate.



Source: <http://caaspp.cde.ca.gov/SB2015>.



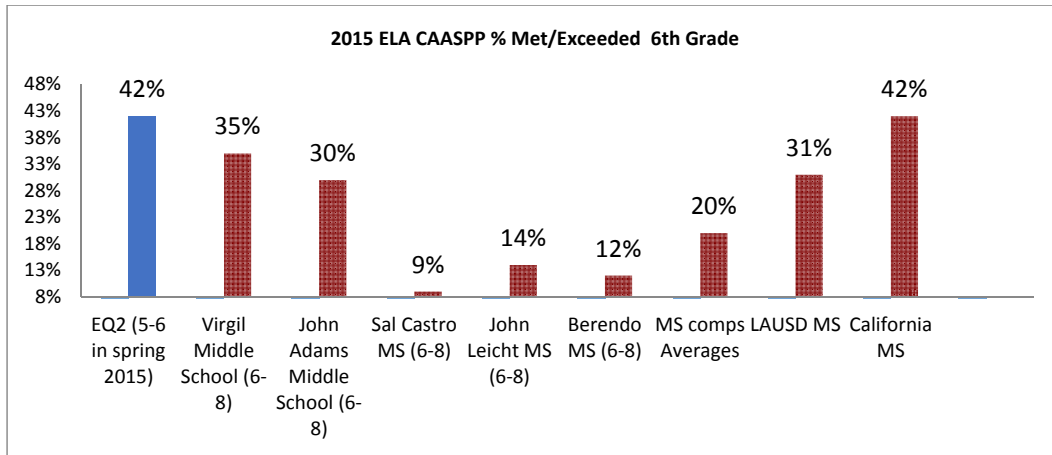
Source: <http://caaspp.cde.ca.gov/SB2015>.

Notably, 47% of the 5th graders who enrolled in Equitas #2 in its first year of operations had not previously attended Equitas; in our second year (2014-15), 31% of newly enrolling scholars were new to Equitas.² These scholars arrived at Equitas #2 in many cases performing well below 5th grade proficiency levels.

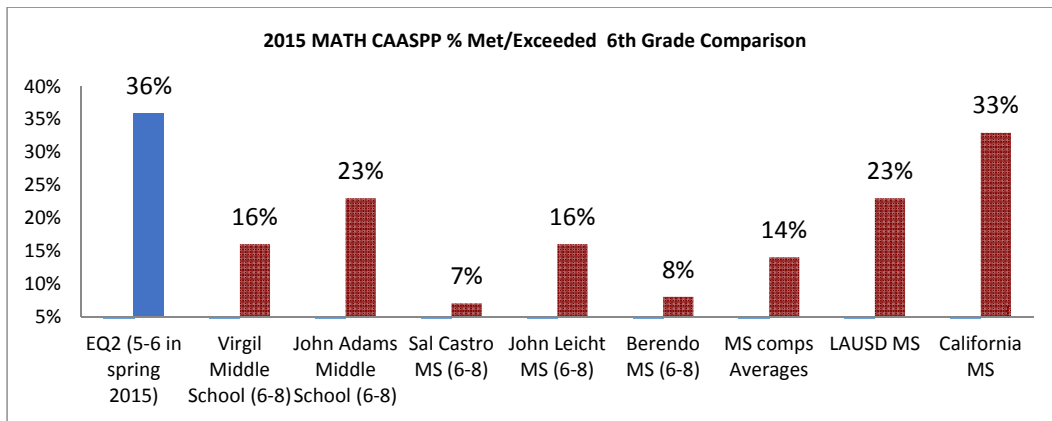
The results are similar for 6th grade:

- Equitas #2's 6th graders were 42% met/exceeded in ELA – the same as the entire statewide average and stronger than all five comparable resident schools and LAUSD 6th graders.
- In Math, Equitas #2's 6th graders were 36% met/exceeded, outperforming all comparison metrics locally and statewide.

² Under current laws/regulations governing enrollment to charter schools, Equitas is not permitted to give priority to its scholars matriculating from another Equitas Academy.



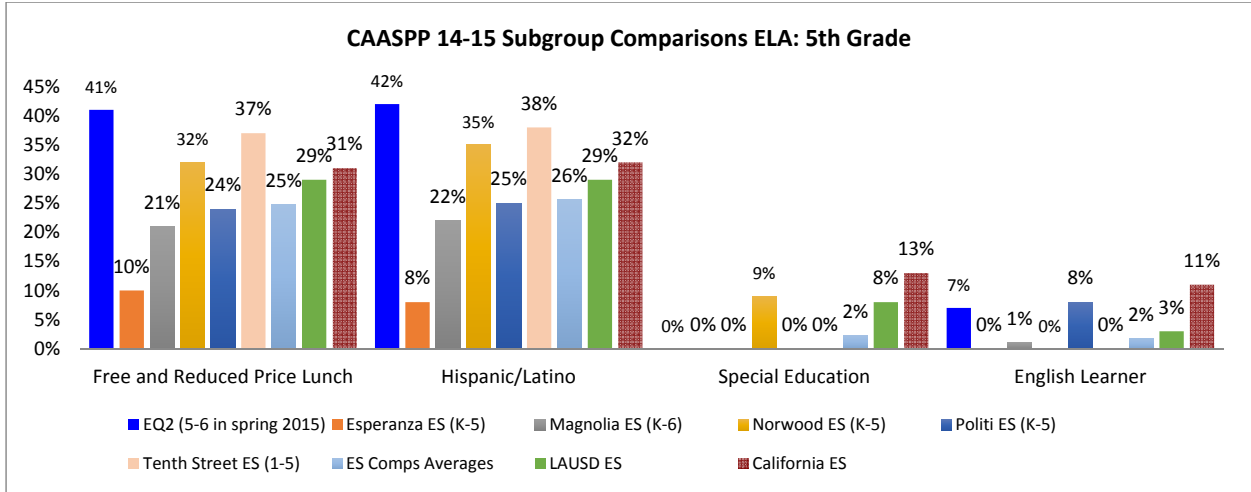
Source: <http://caaspp.cde.ca.gov/SB2015>.



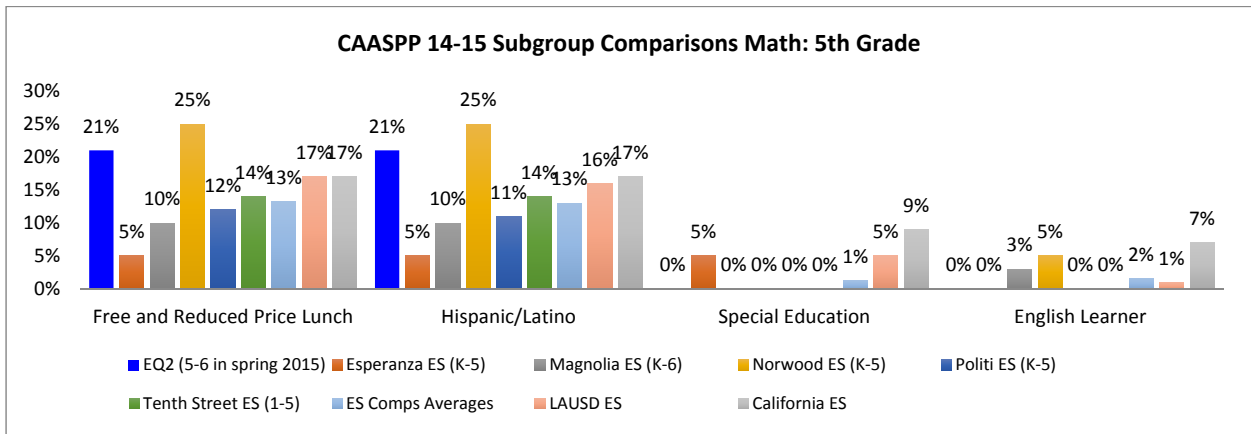
Source: <http://caaspp.cde.ca.gov/SB2015>.

With the exception of the Equitas #2 SpEd subgroup in Math, our 5th-6th grade scholars in 2015 outperformed the resident comparison schools and LAUSD in ELA and Math in every one of our statistically significant subgroups. Of particular note:

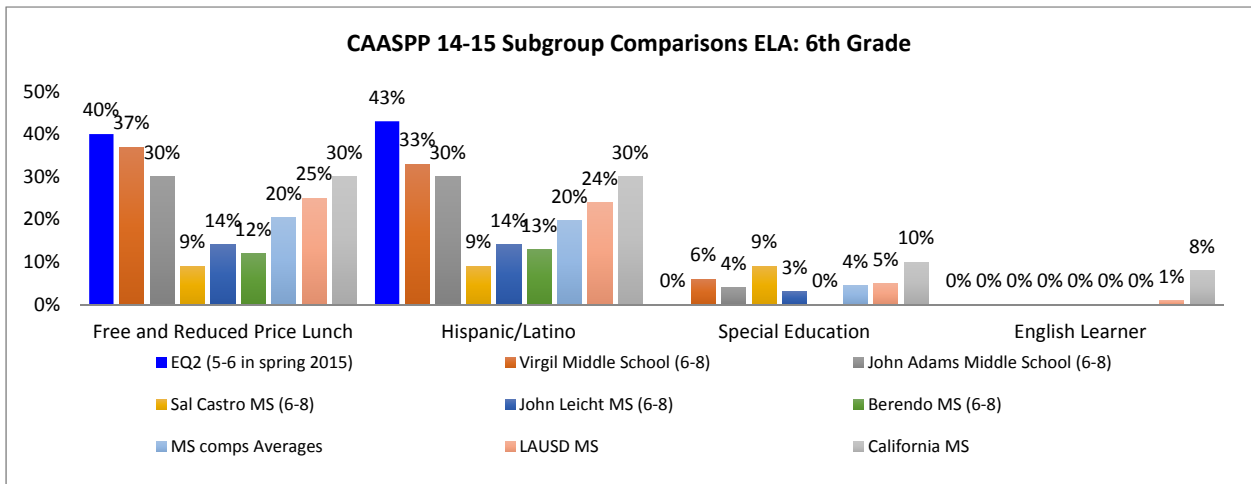
- Equitas #2's Hispanic/Latino scholars met/exceeded standards at a rate of 42% in ELA and 29% in Math, compared to 15% and 3%, respectively, at the resident comparison schools, and 9-15 percentage points higher than District and State proficiency rates for Hispanic/Latino students in the same grades.
- Similarly our FRPL scholars achieved 41% 'met/exceeded' in ELA – 13 percentage points higher than LAUSD for FRPL students in the same grades – and 29% in Math – 10 percentage points higher than LAUSD.



Source: <http://caaspp.cde.ca.gov/SB2015>.

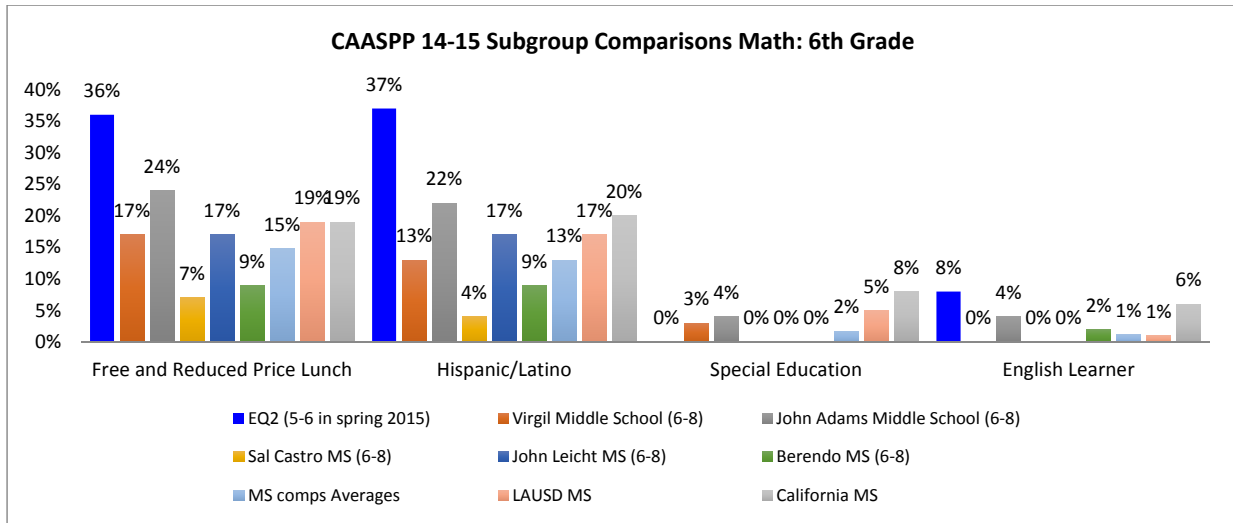


Source: <http://caaspp.cde.ca.gov/SB2015>.



*There were not enough 6th grade SpED students to reflect scores on CAASPP testing in 2014-2015.

Source: <http://caaspp.cde.ca.gov/SB2015>.



*There were not enough 6th grade SpED students to reflect scores on CAASPP testing in 2014-2015.

Source: <http://caaspp.cde.ca.gov/SB2015>.

Equitas #2 showed extremely strong achievement among scholars in the Free and Reduced Lunch and Hispanic/Latino subgroups, showing stronger performance in 5th and 6th grade than LAUSD and State averages by a range of 4%-17%. Free and Reduced Price Lunch scholars:

- in 5th grade performed at 41% in ELA and 21% in Math, compared to LAUSD averages of 29% in ELA and 19% in Math and State averages of 31% in ELA and 17% in Math.
- 6th Grade performed at 40% in ELA compared to LAUSD and State averages of 29% and 30%, and 36% in Math, compared to LAUSD and the State averages, 19% each, in Math.

Hispanic/Latino scholars:

- in 5th Grade performed at 42% in ELA compared to LAUSD average of 29% and State averages of 32%. Equitas scholars performed at 21% in Math, compared to the LAUSD average of 16% and State average of 17%.
- 6th Grade performed at 43% in ELA and 37% in Math. In Math, Equitas scholars nearly double the performance of comparison grade averages (17%) and higher than the State (20%).

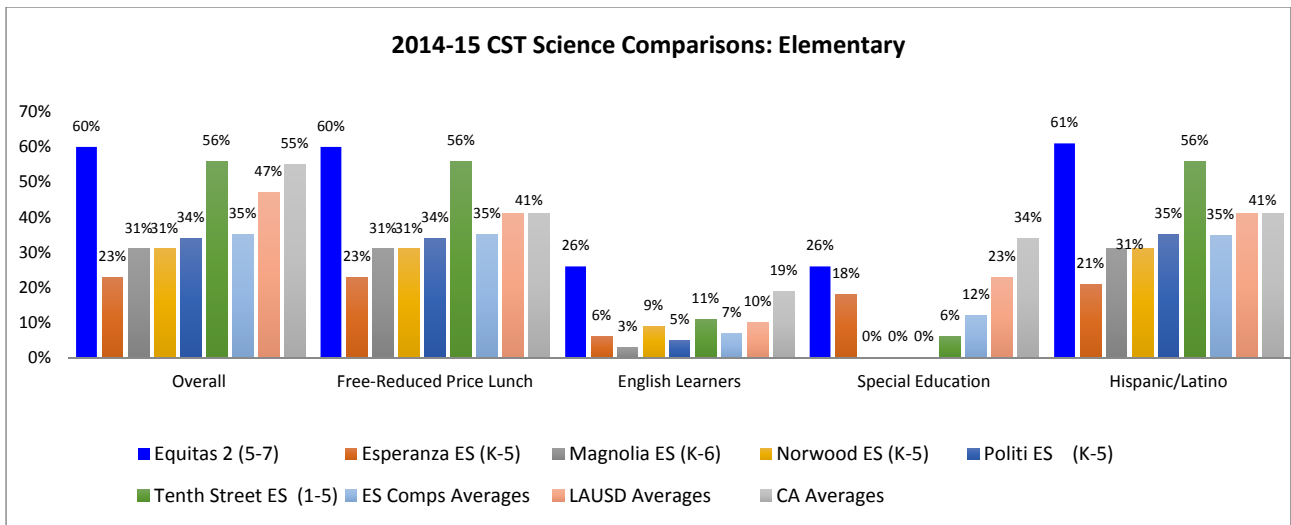
Proficiency rates across the state are lower than was seen on the previous California Standards Tests (CSTs), particularly for EL and SpEd students. Equitas #2's EL scholars showed mixed results, with 0% Met/Exceeded in Math for 5th and ELA 6th grade, 8% for 6th grade in Math and 7% for 5th grade in ELA. Even in 5th grade Math and 6th grade ELA, the EL scholars were only 1% below LAUSD averages of 1%. 5th grade EL scholars were stronger at 7% than the local resident school comparison data and LAUSD in ELA at 3%. 6th grade EL students performed at 8%, compared to LAUSD average of 1% and State average of 6%.

Similar to the performance of SpED students throughout California, Equitas #2's SPED students struggled. In 5th Grade they performed at 0% in ELA and Math. Equitas #2 did not have enough SpED students to receive scores in 6th grade. In response to this data, Equitas #2 implemented a new, CCSS-aligned math curriculum, which has proven particularly effective with significant EL populations and students struggling to master Common Core problem-solving components.

(b) 2015 Science CST Proficiency Rate

On the California Standards Tests (CST) in Science in 2015 (given to 2nd-11th graders in the state), Equitas #2’s fifth graders were 60% proficient/advanced in science overall, meeting the state’s overall 5th grade rate and outperforming LAUSD and the resident school comparisons by 9-10 percentage points. Subgroup data shows the degree to which Equitas #2 is closing the achievement gap:

- While statewide, 55% of 5th graders overall were proficient/advanced in science, only 41% of both Hispanic/Latino and FRPL students were proficient/advanced. The achievement gap is similar within LAUSD, with 41% overall and Hispanic/Latino and FRPL both at 41%. Conversely, at Equitas #2, proficiency rates for these subgroups are – not surprisingly – equivalent to the overall rate (given that these two subgroups are the predominant majority of our scholar population), all 60-61%.
- Again, across the board, EL and SpEd students struggle more than their English-fluent and non-disabled peers, yet Equitas #2’s 26% proficient/advanced rates for both EL and SpEd in science is stronger than the resident comparison schools, LAUSD and the state in all but one metric (the state’s SpEd 5th grade proficiency rate was 34%).



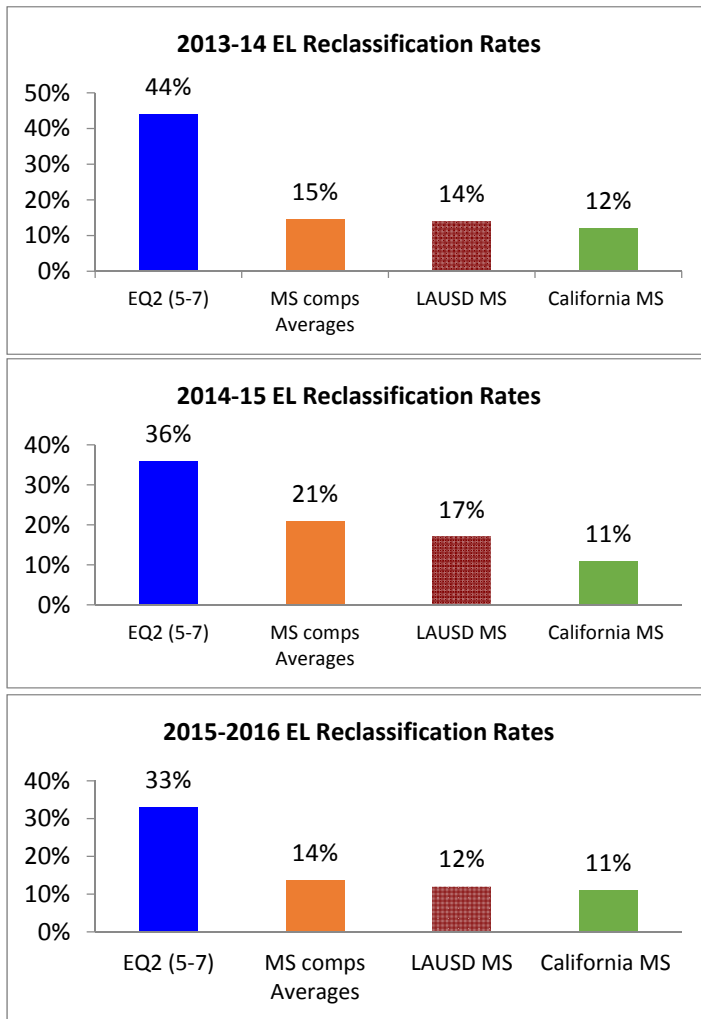
* We only compared 5th grade scores, as we did not yet have an 8th grade class for comparison.

Source: <http://caaspp.cde.ca.gov/SB2015>.

(c) English Learners, CELDT, and Re-Classification

At Equitas #2, 17% of our middle grades scholars are EL. While this is slightly lower than the EL rate at the resident middle school comparisons³ (23-29%), this is presumably due to the fact that Equitas #2 is reclassifying students at a much higher rate. In 2013-14, Equitas #2 reclassified 44% of our new 5th graders; in 2014-15, we reclassified 36% of our 5th and 6th grade scholars; and in 2015-16, we reclassified 33% of our 5th-7th grade ELs, all dramatically higher rates than the local and statewide comparisons:

³ We omit elementary comparisons in this analysis, even though these schools include 5th grade, and in one case 6th grade, because we know that EL rates are disproportionately higher in elementary grades, and we are unable to break down the data by grade level for the comparison schools. At Equitas’s flagship elementary school, for example, 80% of the incoming Kindergarteners are ELs.



*Middle school comparison schools used here are the same as above.

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

(d) LAUSD Oversight Audit Results

LAUSD’s CSD has consistently provided strong ratings on its annual comprehensive and detailed site visits of Equitas #2. The most recent performance evaluations have yielded the following rates (on a 1-4 scale with “1”/Unsatisfactory, “2”/Developing, “3”/Proficient, and “4”/Accomplished):

	EQ2
Student Achievement and Educational Performance	3
Governance	4
Fiscal Operations	3
Organizational Management, Programs and Operations	4

Equitas 2 Annual Performance Based Oversight Report 2015-2016.

LAUSD staff concluded that Equitas #2 was proficient or accomplished in all areas. In the area of student achievement, organizational data, programs and operations, “...school leaders are

regularly reviewing data and determine the vision for the school's curriculum, what adjustments are needed, and whether the curriculum is being delivered correctly in an effort for ongoing monitoring of the instructional program." LAUSD staff also found that "Classroom walkthroughs provided evidence of students setting goals for their individual academic achievement and students tracking performance data." (Equitas 2 Annual Performance Based Oversight Report 2015-2016).

LAUSD has also found that Equitas #2 has a strong governance structure and has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Equitas #2 has a highly developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. (Equitas 2 Annual Performance Based Oversight Report 2015-2016).

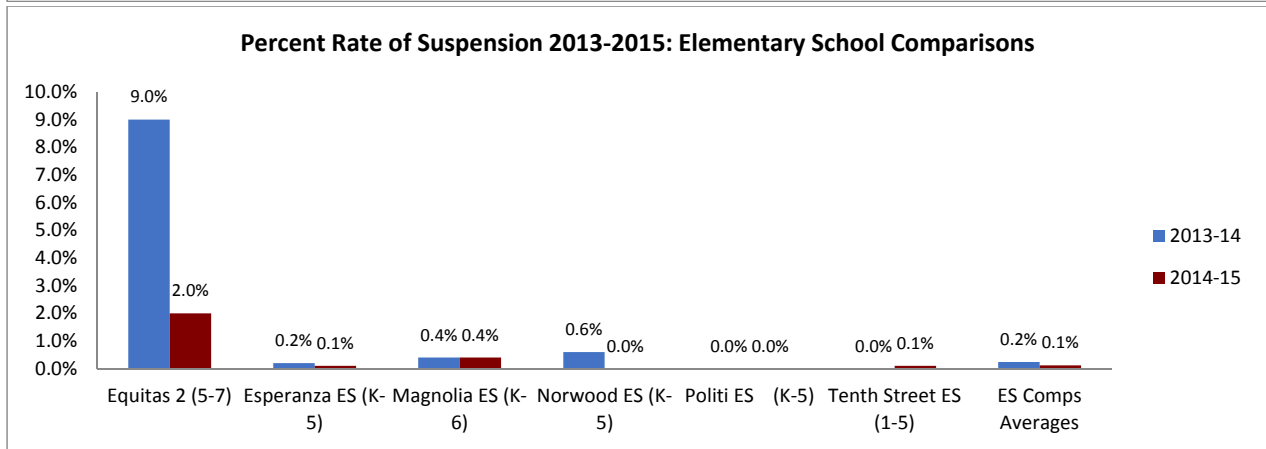
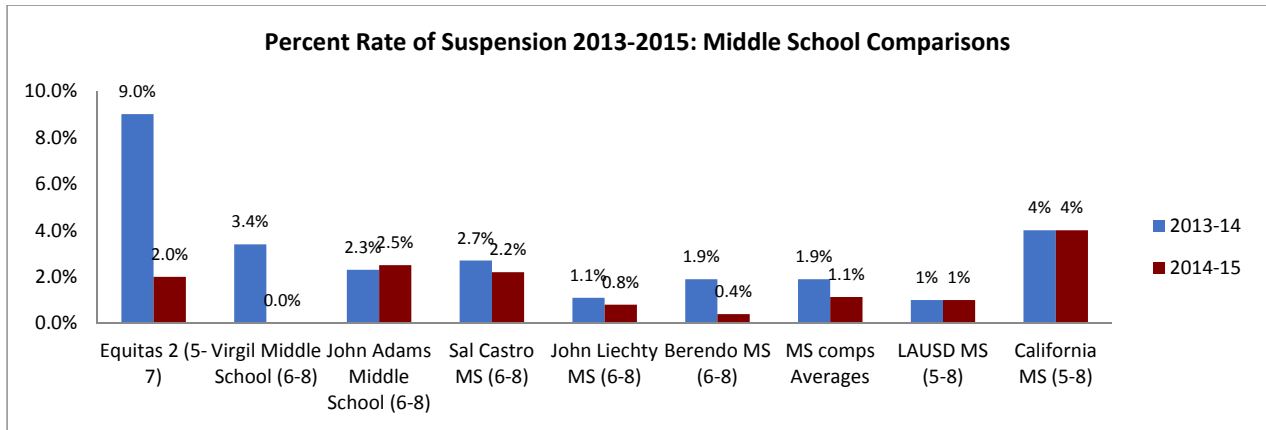
(e) Average Daily Attendance and Student Retention

In addition to academic achievement data, Equitas #2 has had strong Average Daily Attendance (ADA) over the last three years, averaging 96% annually.⁴ A Culture Coordinator and Office Coordinator tracks attendance, chronic absenteeism, truancy, suspensions, and supervision of our scholars and provides a report to the School Director for further action, and possible referral to Student Success Team as needed. Student attrition has averaged 4% over the last three years, primarily due to students moving out of the area.

(f) Suspension and Expulsion

After a first year suspension rate of 9% in 2013-14, in its second year of operations, the school-based team implemented a Restorative Justice framework focusing on positive behaviors, which has helped to dramatically reduce the suspension rate from 9% in our first year to 3% in 2015-2016. Since implementing the Restorative Justice model and other positive behavior supports, suspension rates have been consistent with resident comparison schools and LAUSD and lower than statewide averages for middle grades. By comparison, LAUSD has had a 1% suspension rate across all grades and California has had a suspension rate of 4-5% the last two school years across all grades. Equitas #2 has had only 1 expulsion throughout the life of the school.

⁴ ADA rates for schools, districts and the state are not currently available as the state transitions to new accountability systems. California has historically averaged 91% ADA across all grades.



Source: <http://caaspp.cde.ca.gov>

Expulsion Rates	Equitas 2 (5-7)	Esperanza ES (K-5)	Magnolia ES (K-6)	Norwood ES (K-5)	Politi ES (K-5)	Tenth Street ES (1-5)	ES Comps Avg		
2013-14	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	0.0%		
2014-15	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%		
Expulsion Rates	Equitas 2 (5-7)	Virgil MS (6-8)	John Adams MS (6-8)	Sal Castro MS (6-8)	John Liechty MS (6-8)	Berendo MS (6-8)	MS Comps Avg	LAUSD MS (5-8)	CA MS (5-8)
2013-14	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0%	0%
2014-15	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0%	0%

Source: <http://caaspp.cde.ca.gov>

(g) Internal Assessment Data: Interims and NWEA MAP Assessments

Equitas tracks each student’s growth throughout the year, as well as year over year, through use of the nationally-normed NWEA MAP benchmark assessments and through internally created interim assessments. From 2013-2015, the NWEA MAP assessments were given to Equitas #2 scholars twice a year, in the Fall and Spring. In 2015-2016, these assessments were given to all Equitas scholars at the beginning, mid and end-of-year. Each scholar is assigned specific growth targets by NWEA based on his/her individual proficiency levels in both ELA and Math. Instructional staff also analyzes test percentiles for each grade for ELA and Math for all

students and by subgroup. Our instructional staff uses these results to help differentiate instruction and provide personalized instructional supports for our scholars. As a response to this data, we focused professional development on instruction for problem solving critical thinking in multi-step problem solving, literacy, and more training and exposure to resources for Common Core.

Equitas 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 Illuminate and NWEA MAP reporting resources. 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.

If there are gaps in performance, instructional leadership identify these gaps, which lead to key instructional changes. Based on this data, we have identified areas of good instructional practice as well as areas in need of further instructional supports and professional development, outlined further in the Areas of Challenge section below.

(g) Other Relevant Data

Parent engagement and satisfaction is critical to Equitas' success. Families who support their children in school contribute to better academic performance for their children and to a stronger school climate. In 2015-16, an average of 92% of parents/families volunteered at Equitas #2. While it is emphasized that no family is ever "required" or "expected" to volunteer, myriad volunteer opportunities are provided both on campus and in planning events. Parents and caregivers can participate in monthly "Cafecitos" or coffee talks with School Directors, monthly Family Nights, in-classroom volunteering opportunities, field trips, and valet. In total, families contributed 1,490 volunteer hours this school year.

We also survey parents about their feelings and perceptions of Equitas #2 annually. For 2015-2016, parent satisfaction survey results include 92% overall satisfaction with Equitas #2, 98% satisfaction with the quality of the instruction, and 97% satisfaction with academic standards and expectations.

In June 2015, Equitas Academy #2 received a clear three-year WASC accreditation.

b. Success Of The Innovative Features Of The Educational Program

Demand for Equitas' schools has been significant in Pico-Union, with lengthy wait lists for Equitas #2 and all of our schools. By providing a small school environment with individual attention, strong relationships between staff and students, and close communication between school and home, the Equitas Academies have demonstrated a strong choice for families. Providing families with the choice to enroll their child(ren) at Equitas allows families opportunities to involve themselves in the educational success of their child(ren), the ability to access a strong academic program, and thus will aid in being part of the solution to increase educational attainment and opportunities in Pico-Union.

Our most innovative practices in both the elementary and middle schools 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. This 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. Our individualized approach to learning also best allows students with special needs or el 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 is infused into every aspect of school life. The standards-based, Common Core-aligned curriculum focuses on the core skills and content area knowledge that students need to excel in 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 they will graduate from college. Additionally, every year, students 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 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. Equitas Academy #2 is 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.

Extreme poverty, housing and food instability, violence and more are all common daily challenges faced in our student population. Equitas Academy #2 offers our students, and their families, an opportunity to realize a better future for themselves. Equitas Academy #2 promotes diversity. 100% of our scholars are non-white, 95% qualify for FRPL, 17% are current EL (with another 46% reclassified fluent-English proficient (RFEP)), and 12% are students with disabilities. Across our three schools, an average of 40% of our scholars' parents do not have a high school diploma, and only 14% have a college degree.

2015-2016 Equitas #2 Demographic Data	
	Equitas #2 (Grades 5-8)
Enrollment	298
2015-16 % of students who are:	
FRPL	95%
English Learners	17%
RFEF	51%
Special Education	12%
Hispanic/Latino	96%
African American	2%
Asian	1%
White	0%
Two + Races	0%
Parent Education Levels	
No HS Degree	44%
HS No College	28%
Some College	14%
College / Grad School	14%

Equitas ensures that all families in our community learn about our schools and have an equal opportunity to attend, as described in our charter petitions.⁵ Board members, the leadership, operational staff, teachers, and parents have walked door to door to ensure enrollment goals were met. Mailing lists are used to invite prospective families to our schools, school leaders organize open houses, and school staff partner with local agencies to inform the community about Equitas. In addition, existing families assist in the recruitment of new students. Our admissions and enrollment policies and procedures are consistent with California law, LAUSD policies and federal requirements, including the Charter Schools Program Non-Regulatory Guidance. As required in California, Equitas does not consider a student’s race/ethnicity, disability, gender, or other protected characteristics in the enrollment process. (Cal Ed. Code § 47605(d)(1) and §220; CA Prop. 209.) Equitas receives far more applications for enrollment than spaces available, thus admission is determined by a lottery. Currently enrolled students, siblings of admitted students, and children of teachers and staff (up to a cap of 10% of enrollment) are exempt from the lottery. California law requires that preference be given for in-district residents. Equitas has and will conduct its lotteries in compliance with all applicable laws and guidance, including the terms of this grant.

c. Areas Of Challenge The School Has Experienced And How They Have Been/Will Be Improved

⁵ It is important to note that in California, charter schools do not receive funding for transportation of students. (LAO Report, 2016). While the CA Education Code requires that all charters make enrollment available to any resident of California, the reality for Equitas is that the overwhelming majority of our scholars come from within walking distance of our schools.

Equitas #2 has engaged in carefully planned growth and continuously strengthened all aspects of operations through comprehensive and ongoing self-reflection.

1. Challenges with Facilities

Prior to opening Equitas Academy #2 we faced the common challenge of locating and securing facilities for the school. We experienced tremendous difficulty in identifying facilities options that were both a) affordable and b) located in near proximity to our many families within the Pico-Union community. Our facility during this period required three times-per-day bus transportation for our students to travel 2 miles daily from Pico-Union to Downtown Los Angeles, at significant operational cost to the school.

In 2013 Equitas Academy #2 engaged with Pacific Charter School Development to acquire and develop an affordable facility option at 2723 W 8th Street. The location had previously been used as a shopping center, and required a land use zoning variance to redevelop the property as school-use. The zoning process proved time-consuming and presented capacity strains on our existing operational staff; ultimately delaying our intended opening in 2014. To overcome the facilities challenge, Malka Borrego worked diligently to secure the initial building contract and development plan, hired a Chief Operating Officer to ensure that the school development plan was implemented and the school affordably furnished. The school successfully occupied the facility in July of 2015 in time for the 2015-2016 School Year.

2. Suspension/Expulsion Rates

In our inaugural school-year, Equitas #2's suspension rate was 9%, which required urgent attention to ensure that scholars were participating in their schooling meaningfully. This high suspension rate is attributed to a few different elements. First, many of our 5th grade scholars in 2013-2014 were new to Equitas and were not yet familiar with the culture and discipline structures of the school. Secondly, many of our Founding staff came from an elementary background where discipline and culture looked differently and were learning how to apply the Equitas culture to older scholars. Finally, this percentage was in part due to the behavioral challenges students experience when transitioning to middle school from elementary school. This is a common challenge for scholars entering their first year of middle school.

Our team strategized about how to reduce this percentage and developed a plan. The strategy included adopting a uniform behavior rubric across all schools with a focus on positive behavior supports, training all teachers and staff on this rubric, and adopting a new database to track all student behavior and provide incentives for positive behavior. The uniform behavior rubric is based on research that strong student achievement is linked to clear expectations for behavior and positive behavior supports in the classroom. All Equitas schools use a system of Paychecks that are logged through a database called Kickboard used to track and identify scholars who have exemplified the Equitas core values, weekly celebrations at Community Meetings, and other incentives and recognition.

All teachers across the network now use the Kickboard system to track behaviors that create successful learners and school citizens. Kickboard offers teachers a system for entering and collecting the detailed data they need to truly understand each child's behavior and empowers the teacher to make informed decisions to promote student success. Kickboard also allows teachers to involve students in their learning and growth and serves a visual reminder of behavioral choices. Finally, it provides an avenue for parent engagement – teachers can communicate with parents about scholar behavior on

a regular basis and help support sustained positive behaviors. The Kickboard system also promotes accountability and consistency across the network for all teachers and coaches to ensure that everyone is following 'The Equitas Way' and encouraging scholars to go above and beyond.

We have also implemented a Restorative Justice framework on which all instructional staff are trained. The Restorative Justice framework includes training in Dynamic Mindfulness for teachers and for scholars, which is a practice to support development of emotional control, stress management and response to trauma. As a response to Dynamic Mindfulness work, students can show lower levels of perceived stress, greater levels of self-control and emotional awareness. All of this will contribute to their ability to meaningfully engage in their school day.

Finally, in 2015-2016, we hired a full-time counselor, who has been indispensable in supporting scholars behaviorally and socio-emotionally. The counselor has also begun cultivating additional in and out of school support services to ensure that scholars receive all necessary positive behavior supports. Our suspension rates decreased to 2% in 2014-2015 and in 2015-2016 rates at 3%. We attribute this slight increase to the adjustment of new staff to the Equitas culture model and we added 7th grade for the first time this year, which meant the addition of new staff unfamiliar with the Equitas behavior model. To adjust for this next year, we have built out new teacher supports to include additional training on our culture rubric and perspective on culture and hiring a New Teacher Support staff member who will work one on one with new teachers who need additional support around culture and behavior.

3. Special Education and LTEL strategies

As noted above, while our proficiency rates on the new CAASPPs for EL and SPED subgroups were generally above comparison school averages, there is significant room for growth. Currently, 11% of our students have been identified as having special education needs and 17% are English Learners. Based on our demographics and performance data over time, Equitas #2 is increasing services and supports for EL and SPED scholars, and, in particular, SPED scholars who are also EL, in many cases now "Long-Term EL" (LTEL) by virtue of not being re-designated after five years of ELD instruction (this includes years these students were in school prior to joining Equitas #2).

We have increased teacher professional development on language acquisition for LTELs and other older EL students. We have developed a collaborative partnership with three other local charter schools (COP3) to fund an ELL specialist that will coach LTEL/SPED middle school students. The specialist will begin in 2016-2017. The ELL Specialist will help improve the English proficiency and academic achievement of ELs by providing high-quality, research-based professional development to classroom teachers, principals, administrators, and other school or community-based organization personnel. This professional development will enhance support in expanding and/or enhancing existing language and content instruction to better service the special education population. The goals of this program include:

- Improve instruction for SPED/ELLs within our charter organizations by providing small group instruction and/or coaching of teachers.
- Provide targeted professional development to all COP3 schools.
- Create a revised SPED RFEP criteria sample plan for COP3 schools to adopt if they chose.
- Assist with analysis of SPED/ELL data.
- Professional Development in the area of specific and compliant ELL PLOPs and measurable ELL goals will be provided to COP3 schools.

The SPED/ELL Specialist will work with each site to support their students towards progress as an RFEP. The collaborative group of charter schools applying for this program grant will review the ELL Specialists effectiveness on a yearly basis by reviewing timely completions of “requests for support,” evaluations from all professional developments provided, analyzing SPED/ELL and LTEL data, and reviewing a random selection of ELL PLOPs from various COP3 schools. The proposed ELL specialist will be an expert in English Language Development and will have at least a Master’s Degree or equivalent. They will have teaching experience and hold a teaching credential. We might consider an Educational Doctorate/PHD student who is researching ELL supports and services.

The range of special needs we serve include speech/language impairment, developmental delay, visual impairment, and children on the autism spectrum. In our first two years of operations, we relied heavily on outside consultants (speech therapy and resource) to provide services to our students. We attempted to build in-house capacity to provide these services. In 2013-14 we hired a Director of Special Education Services, who was highly qualified to oversee the SPED department and to direct the SPED team which included our Resource Teacher, Speech Therapist, Nurse, Occupational Therapist, Adapted PE instructor, Behaviorist and Special Education aide all provide integral support, training and collaboration with our classroom teachers, in addition to push in and pull out services for the students with special needs.

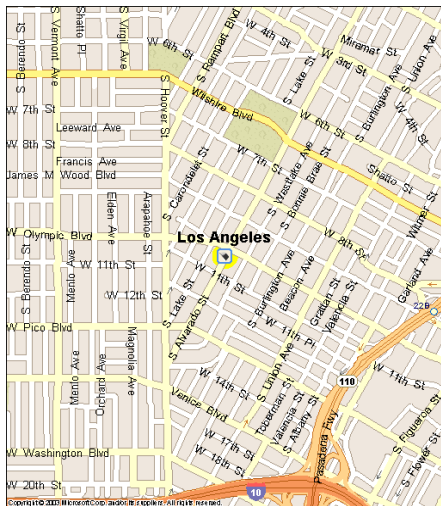
While this team has proven effective in supporting the range of special needs we serve include speech/language impairment, developmental delay, visual impairment, and children on the autism spectrum, we still experienced a lack of growth in our special education student performance. This revealed that we needed to better support our SpED instructional staff through improved coordination and administrative support. In 2015-2016, the Director of Special Education transitioned out of the Network and we hired a Special Education Coordinator who will begin in 2016-2017 to support the SpED team administratively across the Network and coordinate services to meet the range of special needs of our scholars. We believe that through the successful provision of targeted and individualized therapies and structured supports, students who have significant behavioral issues, challenges with social skills due to autism and related disorders, hyperactivity, and students exhibiting profound self-esteem issues will blossom in our program and will be positioned to demonstrate gains in academic achievement and in behaviors and self-confidence.

Though these subgroups have demonstrated growth in proficiency and are outperforming the comparison schools, we recognize that we have significant work to do to close the achievement gap for students with disabilities. Equitas will continue to work in this area including the expansion of our support and resources for Special Education and for English Learners.

STUDENT POPULATION TO BE SERVED

3. TARGET POPULATION

Like our students across all campuses, Equitas #2’s population is 95% Latino (and the remaining 5% non-white) with 95% of students qualifying for free or reduced-price meals; 12% of our students have disabilities. In 2015-16, 17% of the students at Equitas #2 were classified as EL (EL) and another 51% of our students were classified as Fluent-English Proficient (RFEP). These rates are higher than the District average of 12% EL and 17% RFEP for middle grades. (Source: cde.dataquest.gov.)



Equitas Academy #2 serves fifth through eighth grade students and draws a population from all areas within Los Angeles Unified School District (LAUSD), with a particular focus on students residing in the Pico-Union neighborhood (zip code 90015).

The Pico-Union⁶ community derives its name from the intersection of Pico Boulevard and Union Avenue, a neighborhood located outside of downtown Los Angeles. Community demographics include a mix of immigrant, US born citizens, and undocumented residents. According to the U.S. Census Bureau's 2009-2013 5-Year American Community Survey⁷:

- In zip code 90006, 66.6% of residents are foreign-born and 48.4% of the population are not U.S. citizens (either native born or naturalized); in 90015, 54.8% are foreign-born. In 90015, 81.1% of residents speak a language other than English at home; With a median income of just \$18,155 in zip code 90006 and \$27,393 in 90015, it is not surprising that 46.8% of families with children under 18 in zip code 90006 live below the federal poverty line (39.2% of families in 90015). 88-92.3% of occupants are renters.
- Of all residents, 74.5% of 90006 residents and 67.8% of 90015 residents are Latino with the remainder predominantly Asian (the area is adjacent to Koreatown).
- 44.4-46.6% of residents over 25 in these two zip codes do not have a high school diploma.
- The population growth pattern in Pico-Union⁸ illustrates an extraordinarily high density with 25,352 persons living per square mile compared to 7,545 in Los Angeles County.⁹ Expanded housing and employment opportunities are greatly needed. Most importantly for the purposes of this charter application, students from families with low levels of parental educational attainment are at a greater statistical risk of dropping out.¹⁰

Lack of employment, high population, and low educational attainment contribute to the high-crime rate and proliferation of gangs in Pico-Union.¹¹ While community demographics paint an 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

⁶ 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.

⁷ (<http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF> (U.S. Census Bureau, 2009-2013 5-Year American Community Survey).)

⁸ <http://maps.latimes.com/neighborhoods/neighborhood/pico-union/> (obtained Aug. 8, 2015) (citing 2008 L.A. Department of City Planning estimates).

⁹ <http://maps.latimes.com/neighborhoods/neighborhood/pico-union/> (obtained Aug. 8, 2015).

¹⁰ Hammond, C., et al., (2007). *Dropout Risk Factors and Exemplary Programs*. National Dropout Prevention Center Network.

¹¹According to the L.A. Times' Mapping L.A. crime statistics, in the six-month period from Dec. 29, 2014 to June 28, 2015, the rate of 138.8 crimes per 10,000 people in Pico-Union ranks the neighborhood as 27/209 neighborhoods tracked by the Times in violent crimes and 115/209 in property crimes. Over the past three months, this 1.67 square mile neighborhood averaged 7.5 violent crimes and 16.7 property crimes per week. <http://maps.latimes.com/neighborhoods/neighborhood/pico-union/crime/#six-months>).

Development and is a neighbor to six city blocks of apartments, theatres, and high-end hotels such as the Ritz-Carlton. 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.

4. ENROLLMENT PLAN

Equitas #2 anticipates the following enrollment over the new charter term:

Enrollment Plan

General Education Program	2016-17	2017-18	2018-19	2019-20	2020-21
5 th grade	120	101	105	106	118
6 th grade	100	114	96	100	101
7 th grade	95	95	108	91	95
8 th grade	85	90	90	103	87
Total	400	400	400	400	400

GOALS AND PHILOSOPHY

1. MISSION AND VISION

Equitas #2 provides a structured, achievement-based community that prepares students to graduate from four-year colleges and universities.

Equitas believes students must have access to an achievement-oriented learning environment, to ensure all students make a smooth transition to the demands of college preparatory high schools with the ultimate goal of college graduation. We envision a school with a college preparatory focus, so students are able to develop the skills necessary for entrance into high-performing secondary schools. We envision a school with a 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 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.

2. AN “EDUCATED PERSON” IN THE 21ST CENTURY

Equitas #2 ensures students who matriculate from eighth grade are prepared for the challenges of college preparatory high schools, to provide students access to college and choice in life-sustaining employment as they move into the 21st century. In the 21st century, changes in our

global society call for a new definition of “an educated person.” Access to information is central as we become more interdependent and able to communicate more freely. This interdependency requires an understanding of the global diaspora with a respectful approach to communication and interaction. This interaction requires strong literacy and mathematical ability, significant problem-solving skills and a higher level of education than ever before – aligned to living and working in a globalized new millennium. 21st century adults must be lifelong learners, have a firm grasp of computer technology, work well in a multicultural society, and be prepared to handle various careers and professions over their lifetimes. The educated person will need to work cooperatively with others from diverse backgrounds, identify and solve problems, and be able to resolve conflicts in a constructive manner. “The good jobs of the future will increasingly be tied to the global economy and will require both high-tech skills and flexible, ‘soft’ skills – such as communication and teamwork skills – needed to compete in the 21st century economy.”¹² Most importantly, in a highly competitive and ever-changing work place, an educated person needs to be able to succeed and graduate from college. By integrating the needs of the 21st century into schools, 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, an unrelenting focus on literacy ensures successful futures for students. A strong foundation in literacy is an integral component to ensuring *all* students are prepared to handle the complexities of the 21st 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 Collins¹³ 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 21st century dedicated to the academic and life success of its students, Equitas must ensure all students are educated for the demands and opportunities of the new century.

3. HOW LEARNING BEST OCCURS

To meet our students’ needs, we extensively researched, read and studied how learning best occurs prior to founding our first school; the selected core principles have proven highly effective at our existing schools and continue to drive our model today. Foundational theorists for the instructional framework include directed learning (objectivist) and cognitive learning. In merging the two approaches, we designed a unique learning environment to meet the needs of our students. 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

¹² Pitkin, B., Garcia, A., Martinez, J. (2007) *Quality of Life in Los Angeles 2007 State of the County Report*. Pg. 2. United Way. Los Angeles, CA. <http://www.unitedwayla.org>.

¹³ Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap... and Others Don't*. New York: Harper Business.

performance, (7) provide feedback, (8) assess performance, and (9) enhance retention and transfer.¹⁴ Directed methods have influenced our thinking for 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 have examined 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. Vygotsky wrote *Mind and Society*,¹⁵ in which he asserts social interaction plays a fundamental role in the process of cognitive development. He writes how speech and writing is used to mediate our social environments. Initially, children use these tools solely for social functions, but through the internalization of speech and writing, children are led to higher thinking skills. Vygotsky promotes students and teachers to take an active role in learning. Vygotsky's theory of Zone of Proximal Development (ZPD), or the distance between a student's ability to perform a task under guidance and/or collaboration and the student's ability to solve problems independently, informs our teaching methodology. Originally ZPD was developed to argue against standardized tests as a means to gauge intelligence. ZPD has expanded since its original concept to include scaffolding. Scaffolding was developed by sociocultural theorists to include the process through which a teacher provides assistance until the child is able to accomplish the task or learning independently. Vygotsky maintains that learning occurs just above the students' current level of competence. Therefore, students learn by having teachers scaffold the learning so students are successful at tasks that could not be accomplished independently. Teachers use language and shared experiences to scaffold or as a learning tool. Children learn by solving problems with the help of the teacher who models the process and in a classroom environment that is directed by the teacher. The teacher collaborates with students to provide support and direction for the learning. In addition, the curriculum needs to challenge and stretch the student's competence.

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

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

¹⁴ Gagne, R. (1985). *The Conditions of Learning*.(4th ed.). New York: Holt, Rinehart & Winston.

¹⁵ Vygotsky, L. (1978). *Mind and Society: The Development of Higher Mental Process*. Cambridge, MA: Harvard University Press.

In addition, to educational theorists, we also have researched, read, and studied examples of educational success to inform how learning best occurs. In the book, *No Excuses: Lessons from 21 High-Performing, High Poverty Schools*, Carter examines high poverty schools that are successful across the country. One such local example is Bennett-Kew elementary (K-5) in Inglewood, CA. The school began with a 95% illiteracy rate prior to the arrival of principal Nancy Ichinaga. The school demographics in 2000 included over 50% Latino, 30% English Language Learners, and 78% low income students. Ms. Ichinaga and her team created an environment of accountability and responsible learners in the earliest years. Kindergarten students were promoted according to clearly defined standards of achievement. Four years after Ms. Ichinaga's arrival, school-wide reading performance rose from the 3rd to the 50th percentile and her school has been one of the highest performing schools in Los Angeles County.¹⁶

Carter asserts that "rigorous and regular testing leads to continuous student achievement."¹⁷ Carter describes testing as a diagnostic tool used to enforce the school's goals of academic achievement. There are many examples of high achieving schools that use comprehensive assessment systems to inform the effectiveness of their curriculum. Leadership Preparatory in Brooklyn, NY uses a trimester system where students are tested every six weeks using interim assessments based on state standards, standardized tests, and classroom curriculum. Leadership Prep has been able to meet students' instructional needs by focusing on how to improve teaching and learning with systematic assessment.

In *No Excuses: Closing the Racial Gap in Learning*, pockets of superb educational experiences are documented with Rafe Esquith, North Star Academy, and KIPP.¹⁸ What research indicates these models have in common are strong academics with student supports. Hobart elementary, a LAUSD school, has Rafe Esquith successfully teaching a classroom of fifth graders, whom he calls the Hobart Shakepearans. He provides a rigorous academic program with an extended day by opening his classroom doors at 6:30 am until 6:00 pm Monday through Friday and offering Saturday classes. Likewise, North Star Academy in Newark, NJ began as middle school and has expanded to high school and added an elementary. Kindergarten students begin school at 7:30am and the school day extends until 4:00pm with eleven months of instruction. The KIPP schools, which continue to view Esquith as a source of inspiration, also incorporate a strong foundation in reading and math with an extended school day and year. The KIPP schools all promote college preparation and awareness. Building on these models as well as other pockets of success, Equitas has developed its beliefs about how learning best occurs based on researched best practices.

For organizational success, key stakeholders must come together around a shared mission and vision. Jim Collins writes about in his book, *Good to Great*.¹⁹ Collins writes, "*Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.*" We are working toward greatness for each student and for the school as an organization through the discipline of mission focus. Having a firm foundation on how learning best occurs has laid the framework for our school model.

¹⁶ Carter, S. (2000). *No Excuses: Lessons from 21 High-Performing Schools*. Heritage Foundation, Washington, DC.

¹⁷ Ibid.

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

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

4. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

Equitas Academy #2 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: CALPADS report, teacher credentials				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021
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% of teachers properly certified and assigned.	100% compliant	100% compliant	100% compliant	100% compliant
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: Annual Curriculum Inventory				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021
All students (including all statistically significant subgroups) will have access to standards-aligned (including CA CCSS and the academic content)	Equitas Academy #2 will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards)	100% compliant	100% compliant	100% compliant	100% compliant	100% compliant

and performance standards) materials and additional materials as outlined in the charter petition.	textbooks/curriculum materials.					
FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Daily spot checks, monthly safety inspection checklists and ongoing maintenance/repair logs; annual risk management inspections.				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021
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>	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing	> 90% of items compliant or good standing
IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2						

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Teacher PD records, curriculum inventory, classroom observations				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021
Equitas Academy #2 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 Leader, Director of Curriculum (Network) and outside consultants (as needed) on the implementation of CCSS and new state assessments schoolwide and for all subgroups.	100% state standards implementation (including Math and ELA Common Core Implementation)	100% state standards implementation (including Math and ELA Common Core Implementation)	100% state standards implementation (including Math and ELA Common Core Implementation)	100% state standards implementation (including Math and ELA Common Core Implementation)	100% state standards implementation (including Math and ELA 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: Parent satisfaction surveys, parent attendance workshops and activities				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021
Equitas Academy #2 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 #2 will formally communicate with parents about student progress on an ongoing basis (per trimester) and provide feedback between school and home.</p> <p>The Equitas School Site</p>	<p>At least 60% of parents will indicate satisfaction with opportunity to participate in school events and school life on annual parent surveys.</p> <p>Will provide 4 Cafecitos annually; 95% will attend parent-student-teacher conferences</p>	<p>At least 65% of parents will indicate satisfaction with opportunities for participation in school events and school life on annual parent surveys.</p> <p>Will provide 4 Cafecitos annually; 95% will attend parent-student-teacher conferences</p>	<p>At least 70% of parents will indicate satisfaction with opportunity to participate in school events and school life on annual parent surveys.</p> <p>Will provide 4 Cafecitos annually; 95% will attend parent-student-teacher conferences</p>	<p>At least 75% of parents will indicate satisfaction with opportunity to participate in school events and school life on annual parent surveys.</p> <p>Will provide 4 Cafecitos annually; 95% will attend parent-student-teacher conferences</p>	<p>At least 75% of parents will indicate satisfaction with opportunity to participate in school events and school life on annual parent surveys.</p> <p>Will provide 4 Cafecitos annually; 95% will attend parent-student-teacher conferences</p>

	Council (SSC) will engage parents in providing input on school decision-making and volunteer efforts.					
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STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CAASPP or comparable standardized tests				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

All students, including all subgroups, 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.	Establish benchmark	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.
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ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify)	SPECIFIC ANNUAL	MEASURABLE OUTCOMES Method for Measuring: API Scores				
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schoolwide and subgroup goals as applicable)	ACTIONS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021
Equitas #2's annual API (or similar measure) will meet or exceed the growth targets set by the state for schoolwide and all numerically significant subgroups	See above.	Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups.	Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups.

A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

Not applicable for Middle School.

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: <u>CELDT or other available external assessments: ELD Folders</u>				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

EL students will advance at least one grade level on the CELDT/ELPAC (or other available external and internal assessments) each year.	Provide qualified teachers with appropriate el authorization who will continuously monitor instruction and achievement of ELs. Provide New teacher assistance and support (BTSA), specifically relating to ELs.	Establish benchmark.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.	Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.
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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: <u>CELDT or other available external assessments; ELD Folders</u>				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021
EL reclassification rate will meet or exceed the District's reclassification rate and ELs will meet annual AMAOs.	100% of teachers will receive intensive Common Core training with emphasis on differentiated instructional techniques and serving ELs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.

AP EXAMINATION PASSAGE RATE [High Schools Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

Not applicable to Middle School.

EAP COLLEGE PREPAREDNESS RATE [High Schools Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

Not applicable to Middle School.

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: ADA Attendance data				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

Equitas Academy #2 will maintain a high ADA rate schoolwide and for all statistically significant subgroups.	The Office Manager and School Director will conduct attendance reviews to monitor student attendance and communicate with families. Parent outreach and communication s will continue to stress the importance of attendance and arriving at school on time each day.	>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
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CHRONIC ABSENTEEISM RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Attendance Rates				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

Equitas Academy #2 will limit chronic absenteeism schoolwide (including all statistically significant subgroups).	The Office Manager and School Director will conduct attendance reviews to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%	Chronic absenteeism will decrease .05%
DROPOUT RATE [Middle and High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: School wide attendance/graduation data.				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021
Equitas Academy #2 will have a 100% graduation rate from Middle School to High School schoolwide (including all statistically significant subgroups.)	Equitas Academy #2 will put the following actions in place to ensure no student drops out: - Use data systems to identify individual students at high risk of school failure and/or dropping out. -Assign adult advocates to students at risk of dropping out. -Provide academic support, psycho-social counseling and enrichment to improve academic performance.	Equitas Academy #2's schoolwide (including all statistically significant subgroups) middle school dropout rate will be less than that of comparison schools.	Equitas Academy #2's schoolwide (including all statistically significant subgroups) middle school dropout rate will be less than that of comparison schools.	Equitas Academy #2's schoolwide (including all statistically significant subgroups) middle school dropout rate will be less than that of comparison schools.	Equitas Academy #2's schoolwide (including all statistically significant subgroups) middle school dropout rate will be less than that of comparison schools.	Equitas Academy #2's schoolwide (including all statistically significant subgroups) middle school dropout rate will be less than that of comparison schools.
GRADUATION RATE [High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT						

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

Not applicable to Middle 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: Suspension Rates				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

Equitas Academy #2 will minimize the use of suspension or expulsion schoolwide (including all statistically significant subgroups.)	Equitas Academy #2 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 #2's suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades.	Equitas Academy #2's suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades	Equitas Academy #2's suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades	Equitas Academy #2's suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades	Equitas Academy #2's suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades
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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: Student expulsion rate				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

Equitas Academy #2 will minimize use of suspension or expulsion schoolwide (including all statistically significant subgroups.)	Equitas Academy #2 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 #2's suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades.	Equitas Academy #2's suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades.	Equitas Academy #2's suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades.	Equitas Academy #2's suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades.	Equitas Academy #2's suspension and expulsion rates will be the same or lower than nearby comparison schools serving the same grades.
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[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student Surveys				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021
A minimum of 60% of students schoolwide (including all statistically significant subgroups) will indicate that they feel safe at school on the annual survey.	See above.	60% of students schoolwide (including all statistically significant subgroups) will indicate on the survey that they feel safe and supported at Equitas Academy #2	65% of students schoolwide (including all statistically significant subgroups) will indicate on the survey that they feel safe and supported at Equitas Academy #2	70% of students schoolwide (including all statistically significant subgroups) will indicate on the survey that they feel safe and supported at Equitas Academy #2	75% of students schoolwide (including all statistically significant subgroups) will indicate on the survey that they feel safe and supported at Equitas Academy #2	75% of students schoolwide (including all statistically significant subgroups) will indicate on the survey that they feel safe and supported at Equitas Academy #2

BROAD COURSE OF STUDY
STATE PRIORITY #7

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: API results, Curriculum scope and sequence materials. Authorization reports. School Site visits/				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021

All students, including all subgroups, 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 outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program 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: Student Climate				
		Baseline	2017-2018	2018-2019	2019-2020	2020-2021
All students schoolwide (including all statistically significant subgroups) will indicate they feel safe and supported	Student surveys will be implemented.	60% of scholars will indicate on the scholar survey that they feel safe and supported at the school.	65% of scholars will indicate on the scholar survey that they feel safe and supported at the school.	70% of scholars will indicate on the scholar survey that they feel safe and supported at the school.	75% of scholars will indicate on the scholar survey that they feel safe and supported at the school.	75% of scholars will indicate on the scholar survey that they feel safe and supported at the school.

5. 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 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.

Our goals are informed through research and practices used at high achieving schools, and demonstrated success at the existing Equitas schools. Prior to the opening of the first Equitas 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 charter schools and a strong research base, our program goals are informed by federal and state accountability standards (e.g., No Child

Left Behind Act of 2001), with a focus on accountability, CCSS-based curriculum, and high expectations with measurable goals. We strive for strong academic outcomes for all students. Equitas has specific beliefs based on best practices and research that inform our educational philosophy and how we intend to meet the rigorous standards we hold for the school and our students. 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 Academy #2 continues to develop and maintain a school culture that is achievement oriented and is built on strong and universal values. The school's core values²⁰ of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest are explicitly taught and assist students to 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

It is critical teachers communicate to students that they can learn to be smart and that effort is 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.²¹ Each and every adult at Equitas believes that all students are college-bound by holding students to high academic expectations at every grade level.

Teaching to mastery 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 scores on assessments, our Student Success Team ensures that multiple supports are put in place to work with him or her until a student has mastered the material. (See Student Success Team details below.) Equitas formally recognizes and celebrate students who evidence the academic and behavioral excellence that lie at the core of the school's values and educational program.

Teachers assign appropriate levels of homework at each grade level, and students are held to high expectations through its completion every night in order to practice skills taught explicitly during the school day. 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.

Behavioral Expectations

We seek to create confident, self-assured learners. We believe that confidence and self-assurance will come from our delivery of a structured learning environment that engages

²⁰ Core values are adopted from Tough, P. (2013). *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. Mariner Books.

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

students in learning. We will be able to create and maintain this environment as evidenced through high student participation, and students challenging themselves to grow, to learn, to have fun, and to engage respectfully in their work with one another.

Equitas has high standards for student conduct and communicates those with clarity and consistency. Equitas Academy #2 has 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 and Equitas provide these uniforms free of charge. We also have students 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 visually 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.

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 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 for their positive contributions and demonstrated commitment to learning and growing, thus modeling for all students what is expected and celebrated at Equitas. Students earn privileges for positive behaviors, which can translate into a variety of fun opportunities such as field trips while those who engage in negative behaviors and violate the school's Code of Conduct earn consequences such as loss of choices (loss of recess time for instance) for students. The character education curriculum goal is to have students internalize and utilize the school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest.

2. We engage and grow competent and experienced school leadership and staff.

For a school to be successful, effective leadership must be present. Equitas has a management structure with an experienced CEO 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. 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.

Leadership Team

The **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 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.

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

Dean of Curriculum (Network): develops the Common Core aligned curriculum for our schools, develops network assessments K-8, provides professional development to our school directors and teachers 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 Operations (Network): oversees the school operations that are non-instructional, such as school nutrition, school safety and facility management

Special Education Coordinator (Network): manages the 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. 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.

Director of Human Capital (Network): recruits the high quality educators and candidates for our school and organization, and is responsible for developing and revising the employee handbook, tracking credentials for all teachers, ensuring TB, live scan screenings are conducted, performance management, participating in job fairs, conducting exit interviews, and tracking/monitoring attrition/retention rates, and other HR responsibilities.

Equitas Academy #2 **School Director/School Leader/Principal (School Site)** 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.

Staff

Teachers at Equitas #2 are 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 are credentialed and highly qualified as required by No Child Left Behind. To develop and ensure teacher effectiveness, teachers are observed daily by the School Directors, Deans, and/or Assistant Directors as well as instructional coaches who are current teachers. Teachers are provided informal feedback once a week and formal feedback/evaluation at least two times a year. Teachers participate in three weeks for returning staff and four weeks for new staff 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 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 participate in performance-based compensation determined by student academic progress and school leadership evaluations. Teachers are given planning time to collaborate and are observed regularly by school leadership. Instruction and its improvement drive the school culture, and learning and its measurable results drive instruction.

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

Students need access to continuous and rigorous academic programming. Equitas ensures a foundation of skills and a rigorous academic program sets students on the path for academic success.

Foundational Skills—Core 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. Students benefit from longer literacy and math instruction. Specific attention and longer instruction in literacy ensures students have literacy success that supports them to higher levels of achievement.

College Readiness and Awareness

To ensure college graduation, a student's educational career needs to begin with college readiness. There is a culture of exposure to college as students along with their families take field trips to local universities. 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 high schools.

Extended Day and Year

More access to effective instructional time increases learning. Students attend Equitas #2 for an extended school day and year. School opens at 7:30 am and dismissal is at 4:00 pm.

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 is accessible in English and Spanish. In addition, Spanish can be taught as an enrichment elective course. 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 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. School curricula is fully aligned with California Department of Education Content Standards (including Common Core and, as they are implemented, NextGen Science Standards) and aligned with the Frameworks in each subject. The School Director guides and supports all classroom teachers as they organize and plan all daily lessons using

the CCSS and Frameworks. All assessments and instruction are designed for mastery of the standards.

Research-Proven Curriculum

Equitas utilizes curricula with a proven track record and research base. Using state adopted curricula that are CCSS-based ensures students have access to standards-aligned, research-proven instruction. All curricula and educational strategies have been selected because there is a research base that supports their effectiveness.

Frequent Assessments

Teachers plan and deliver instruction informed through frequent assessment where school leadership and teachers analyze assessments and plan instruction for students to master the individual standards embedded within them. NWEA MAPs benchmark assessments (beginning, mid-year and end-of-year), along with daily, weekly, and trimester-based systems are put in place to monitor the effectiveness of instruction and student learning. Teacher-created and curriculum-generated assessments are used to inform the weekly lesson plans. On a more formal basis, Interim Assessments are administered frequently (three times a year) to inform instruction and the scope and sequence of instruction is modified based on the student performance data on in Interim Assessments. For instance, if Interim Assessments data demonstrates that our students have not mastered a specific content standard, we will modify our lesson plans, re-teach and assess the content standards once again until we reach mastery. We expect students at Equitas to perform competitively on state and nationally-normed assessments. We expect to reach the ambitious and measurable goals outlined in the school's accountability plan (see LCAP goals and objectives, below, and element 2/3 for further detail). For this to be possible, a thoughtful, sequential series of frequent assessments will continuously inform leadership and staff as to the efficacy of the instructional program and student supports, and guide all decisions in a time-effective and proactive manner for every student.

5. We are a mission-driven school community.

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

Board of Directors

The Board of Directors is a group of dynamic, passionate, mission-driven professionals committed to the success of every student at Equitas. The Board of Directors brings expertise, time, and commitment to excellence in governing the management of the charter schools and is prepared to govern Equitas Academy #2 by enacting policies that promote the school's ambitious academic goals.

Leaders

School leaders serve as the principals for the school implement 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. The leaders are experienced and trained to meet the ambitious goals set forth in the mission, and the school staffing plan allows them to ultimately follow the students past graduation to ensure we fulfill our mission.

Teachers

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

Parents

A parent engaged in a child's education directly supports a child's academic success. To support parental engagement, Equitas provides family orientations, parent workshops, and frequent communications between school and home.

Prior to entering the school, parents are invited to attend an informational session. After the school lottery which is held only in the case that enrollment interest exceeds the school's capacity, families are invited to attend an orientation meeting in which school leaders explain the school mission, philosophy, code of conduct and family responsibilities; Spanish translation is provided at these sessions. Parent's participation in the pre-lottery and post-lottery information sessions has no impact on their child's Eligibility for enrollment in the school. Before the first day of school, Equitas # 2 leadership and staff ensure families are knowledgeable about the school and understand their commitment to their child's education by having families acknowledge and sign a contract.

Parents are invited to attend Family Workshops provided and facilitated by the School Director along with teachers. These workshops include Spanish translation for non-English speaking parents. The workshops are held at times conducive to various family schedules. 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.

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 in English and Spanish (and/or other languages as needed).

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. As students are driven to push themselves through goal setting, 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 goals. In addition, parent-teacher-student conferences are a time that unifies all three constituencies and motivate the student and build the strong relationships needed to ensure students meet the high expectation placed on them and set by them.

We pay particular attention with following our students after matriculation by developing an alumni network. Our attention with alumni exemplifies our college-driven focus. Alumni are given opportunities to return to Equitas to tutor students, participate in high school chats and mentor members of the current student body.

Community

Building strong ties with the local community is critical. Equitas #2 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.

We foster a supportive environment inside the classroom and throughout the school and community for the purpose of student pride in themselves, their school, their family, their heritage and their community. We continue to reach out to a wide range of organizations and enlist participation of several community organizations.

INSTRUCTIONAL DESIGN

6. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

The curriculum for Equitas Academy #2 addresses all grade-level appropriate California Common Core State Standards and *managed in a core setting*.

MATHEMATICS PLACEMENT

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

7. CURRICULUM

ENGLISH LANGUAGE ARTS

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Framework; A Look At Kindergarten Through Grade Six in California Public Schools*; and *A Look at Grades Seven and Eight in California Public Schools: Transitioning to the Common Core State Standards in English Language Arts and Mathematics*. ELA instruction emphasizes the development of skills and strategies students need to thrive as readers, writers, speakers and listeners in post-secondary education and in life. The ELA curriculum is designed as a “building block” approach to develop, hone and expand on English language skills, conventions, and usage. Instructional strategies to develop these skills include direct skills instruction, spoken and written engagement with age-appropriate literature, application of student skills in projects and assignments.

Our goal is to ensure that all students graduate from Equitas Academy #2 reading at or above grade level as a critical component in their ability to master all other subjects and succeed in high school and college. We provide over 120 minutes per day of English language arts instruction in grades five and six. It is 90 minutes in grades seven and eight. The scholars are introduced to a Humanities class where fiction and non –fiction standards are taught in unison. 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 S, T, U are fifth grade reading books. 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.²² Teachers model comprehension strategies²³ with a mini-lesson and students utilize these strategies during their guided reading time. For example, the teacher may ask the students to further their understanding of their book by utilizing close reading strategies. At the end of guided reading, students discuss the connection made during their reading. Teacher also actively coach students during the reading time to ensure students are utilizing comprehension strategies, choosing appropriate books, and constructing meaning during the reading time.

In 5th through 8th grade, the CCSS ELA standards are fully implemented. Teachers engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the ELA and other core classrooms. All teachers have made the shift to emphasizing close reading and informational text, which is articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level. The language arts program utilizes state adopted textbooks and teacher-created curriculum using a variety of resources to enhance student learning. Supplemental materials include leveled libraries and guided reading (based on Fountas and Pinnell's Guided Reading), daily test preparation, Grammar, Mechanics, and Usage, 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 5th grade, students are exposed to complex texts and given explicit instruction on close reading strategies for reading these pieces of text fluently, with comprehension and deep levels of analysis. In lesson plans, ELA teachers identify the pieces of complex text in each lesson, the strategies used to ensure all students access this text and gain knowledge from the practice of reading, methods of questioning needed to elicit high levels of comprehension, sentence frames for writing and thinking, and writing products that will reveal mastery of the objective.

In grades 6 and 7, the level of complexity in text selections increases. Students are able to grapple with different texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's argument, and analyzing the validity of evidence presented. As the CCSS strands increase in rigor from grade 5-7, the teachers appropriately plan to strategically pace and scaffold lesson plans to ensure all scholars can successfully achieve at the rigor of the particular grade level.

Students in grades 7 and 8 begin reading high school-level books, diagramming complex sentences, and reading various prose and poetry (novels, plays, sonnets, poetry, speeches). Students read classical texts from a wide-range of authors in fiction, non-fiction, and poetry. All students are expected to complete their eighth grade year above grade level in reading proficiency. Students also develop their literacy skills through the reading, analysis and production of Shakespeare.

In grade 8, students are able to independently apply the reading strategies gained in grades 5-7, including close reading of complex texts, the use of academic discourse with less use of pre-

²² Fountas, I and Pinnell. G.(2005). *Leveled Books, K-8: Matching Texts to Readers for Effective Teaching*. Heinemann.

²³ Reading comprehension strategies are informed through *Mosaics of Thought* (2007) written by Susan Zimmermann and Ellin Oliver Keene, who outline eight cognitive processes identified in comprehension research and used by successful readers.

determined sentence frames, analyze their writing products against a rubric and self-assess both their current levels of mastery and plan to increase mastery, and integrate informational text from science and social studies into ELA writing assignments that align with the CCSS ELA standards and integrate the Literacy anchor standards.

Accelerated Reader, by Renaissance Learning, is used to both encourage and monitor independent reading levels and student progress. Our teachers meet with individual students weekly based on their passing rates. The AR Report helps guide the conference/meeting, which provides trends in scores that may be rather high, signaling that the books are too easy, or scores that are rather low, perhaps signaling that the book may be too difficult, and the student rushed through the quiz. The ideal rate of use is one quiz per week, when the student has finished reading their IR book and has taken the quiz. Through Accelerated Reader our scholars have access to thousands of online books. Our expectation is that all 5th grade students read one million words by the end of the school year; and AR allows students to monitor their progress. In order to motivate students towards accomplishing this goal, we encourage them to be “millionaires,” in reading. In addition, the school has adopted a web-based program, as another supplemental reading program.

In addition, in 5th through 8th grade, the CCSS listening and speaking standards are implemented. Verbal and written fluency in academic discourse is explicitly taught and practiced intensively in grades 5 and 6, and students enhance the level of these skills in grades 7 and 8. Written and verbal fluency is taught in the literacy (reading and writing block) and uses resources from Lucy Calkins and Guided Reading strategies.

Finally, there is a focus on literacy in all subjects for all grades. Classes in social studies and science will be 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. Increasing reading fluency across subject areas will allow students to access content in all of their classes to a greater degree.

FICTION

Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information.

MATHEMATICS

Teachers deliver both inquiry-based lessons in addition to traditionally structured lesson cycles. Math teachers implement an appropriate release of responsibility, adding fluidity to the traditional lesson cycle and giving students the opportunity to grapple with complex tasks and constructively build their knowledge through cognitively challenging activities, with appropriate supports.

In addition to the CCSS standards in mathematics, our math teachers receive intensive professional development from the School Director in implementing both the CCSS standards

and the Standards for Mathematical practice, which are the vehicle in which the content standards are delivered. The Standards for Mathematical Practice are embedded in instruction.

The standards-based curriculum (including new implementation of CA CCSS) focuses on the mastery of procedural fluency and problem solving as a foundation for mathematical success. Math concepts are not taught in isolation, but are constantly reinforced. Students are given time to process, practice and master mathematical concepts.

In all grades, students have a math period including mathematics operations (focusing on math computation) and mathematics problem solving (focusing on math application). The math program is set up to teach the common core standards, but when students need additional assistance, teachers will organize small groups for additional tutoring.

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. 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. Beginning in fifth grade, we use a problem-solving supplemental curriculum developed by in house by teachers that provides daily demonstration of problem-solving skills.

In 8th grade math, students study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students factor second and third degree polynomials and simplify fractions with polynomials. Students use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

SOCIAL STUDIES/HUMANITIES

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. 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 Humanities ²⁴and Social Studies curriculum follows the comprehensive and challenging California State Standards. Teachers expect students to master the key concepts and

²⁴ The Humanities block will include Common Core standards in social studies, history, reading, and writing.

vocabulary, and they also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Teachers also work with students to hone their non-fiction reading skills, learn important content, and apply and retain it in written essays and oral presentations.

The Humanities courses are writing intensive at each grade level, building sequentially on reading, writing, listening, and speaking skills through the exploration of literature and a myriad of historical perspectives. All middle school students read and write in a variety of genres, with writing skills taught through a workshop approach, emphasizing process equally with product. At each grade level, critical thinking skills and cooperative learning are central.

NON-FICTION

During nonfiction studies class, students do in-depth research about a science or history standard. After learning the content and doing the research, they put together a research project. The research cycle, from finding information about their topic all the way to presenting the information is repeated monthly.

SCIENCE

Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Using both the hands-on FOSS science curriculum with CA Common Core Standards ensure 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 require students to synthesize and analyze data from laboratory experiments. Science teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills.

Science teachers implement the Practice Standards component of the Next Generation Science Standards, which include:

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Middle school students are explicitly taught the Practice Standards, as they are new expectations for the science classroom and students develop these practices as habits of mind, and are expected to articulate their purpose in each lesson.

5th Grade – Science Foundations

In fifth grade, students learn about the scientific process and how scientists develop testable questions and conduct careful investigations in order to draw conclusions. Students are introduced to chemistry as they explore the structures of matter and the way it can transform due to influences. Students also complete chemical equations to show how new substances are produced and atoms are conserved. Students learn about systems in multicellular organisms. Students use multiple resources, including the Internet, to collect information about plants. In earth science, students explore the dynamics of water and weather and their effect on

the earth's atmosphere. FOSS is used as a resource for experiments and curriculum resource. English Language Arts and Literacy in History, Social Studies and Science and Technical Subjects. Teachers are aligning their lessons to the CA Common Core Standards for the 6-8 literacy in science and technical subjects.

Sixth Grade – Earth Science

Sixth grade students focus on Earth Sciences, including geology, geophysics, and ecology. Students learn about the composition and structure of the earth and develop an understanding of plate tectonics and its relationship to the topography of the earth's surface. They understand how geologic events occur, such as earthquakes, volcanoes, and mountain building. As residents of California, students apply this knowledge to understanding the geological and topographical features of their own state and community, analyzing the geologic events typical to the area. The study of geology and topography connects to the study of geography and its impact on ancient cultures in their social science course. Students learn about the different forms of energy on the earth, how these forms are distributed through land and water, and how changes in energy can result in changes in weather. The ecology portion of the sixth grade science course focuses on ecosystems and how energy and matter are distributed and exchanged among different members of ecosystems. Students learn that organisms can be classified by the role they play in an ecosystem and that the composition and balance of ecosystems can be effected by environmental factors such as temperature, availability of food and water resources, and soil composition. Students also study natural resources, particularly energy resources. FOSS is used as a resource for experiments and curriculum resource. English Language Arts and Literacy in History, Social Studies and Science and Technical Subjects. Teachers are aligning their lessons to the CA Common Core Standards for 6-8 literacy in science and technical subjects

Grade 7 – Life Science

Students in seventh grade focus on Life Science. Students will know the role of cells in living organisms and be able to distinguish plant and animal cells. They study the role of the nucleus, mitochondria, and chloroplasts and study cell division. Students study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders learn about genetics, sexual and asexual reproduction, and the role of DNA. They will study evolution and Darwin's theories. Students in seventh grade will also look to earth science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They study properties of light, levers, and simple machines. Seventh graders will gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations. FOSS is used as a resource for experiments and curriculum resource and hands on experiments are included. English Language Arts and Literacy in History, Social Studies and Science and Technical Subjects. Teachers are aligning their lessons to the CA Common Core Standards for the 6-8 literacy in science and technical subjects.

Grade 8 – Physical Science

Students in eighth grade focus on Physical Science. Students study motion, velocity, and speed, and they will learn to solve problems and interpret graphs related to distance, time, and average speed. They identify forces and their impact on objects, while taking into

consideration an object's mass. Students learn the role of gravity and gravity's role in the solar system. They will know the structure and composition of atoms, the ways compounds are formed, and the differences in states of matter. They are able to use the periodic table to identify elements and classify them based on their atomic characteristics. Students study simple compounds, chemical reactions, and the conservation of matter. They study buoyancy, density, and displacement and are able to predict whether objects will sink or float. Students will know the central role of carbon and other key elements in living organisms. Eighth graders will continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids. FOSS is used as a resource for experiments and curriculum resource and hands on experiments are included. English Language Arts and Literacy in History, Social Studies and Science and Technical Subjects. Teachers are aligning their lessons to the CA Common Core Standards for the 6-8 literacy in science and technical subjects.

LIFE SKILLS CURRICULUM

Equitas' curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in high school, college and the world. This curriculum guides all students with the life skills necessary to create self-motivated, competent, and lifelong learners. Our ethics curriculum is created in-house by teachers and School Directors and builds on the skills our scholars need to be successful at school and in the future in college and in adult life. The curriculum is built on various texts expanding on our core values and explained below.

The Life Skills program is designed to teach scholars to be authentic and true to themselves and to infuse the life skills necessary for self-motivated, competent, and lifelong learning. As part of this program, all students become familiar with and practice the 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. This character education/ethics curriculum reflects how we expect to prepare students to: (1) be able to graduate from high school and (2) fulfill our work towards ensuring students graduate from college.

Respect for Self and Learning Perseverance

We believe that life skills are important in creating civic individuals, ethics combined with perseverance will 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. Lessons will be delivered to inspire scholars to understand how much they matter, to be held accountable for their decisions, and to empower them to get involved and make a difference in the world.

The development of perseverance 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 creating students who, when faced with difficult decisions and situations, will feel compelled to make educated decisions, and will not languish in the existence of a hard decision; students who will not run from difficult situations but will have learned to deal with them early on with a strategy so that the problem is mitigated, rather than delaying and exacerbating the issue. This is a part of our development with staff to ensure that these lessons are reinforced as part of our way of dealing with such school matters as positively dealing with academic errors on tests or mistakes made in homework. We will create learners that feel confident about learning and confident that when they need to concentrate and try to do something new, they are not overwhelmed by the

need for focused concentration time, but know or have the skills sets to understand how to sit still, how to focus, how to be quiet to listen well, and how to organize themselves for successful learning.

Our goal is to translate these skills into how students will deal with the lifetime situations they will face, and most importantly, the decision to either drop out or stay in high school and move onto college. It is here that a strong sense of character will most help a student after their matriculation from Equitas #2. It is here, therefore, that we must focus on creating students who have the comfort and confidence to become self-motivated, lifelong learners.

Life Skills is a time to set the academic tone of the school by providing scholars a forum for learning how to problem solve, communicate and listen to fellow students. Teachers implement curriculum and structures to allow students time to learn how to tackle issues affecting them, whether these are neighborhood pressures, or concerns with school, family, or friends. This program is taught during advisory and is a specific time for students where they can learn about drug prevention, or dealing with situations where they will be confronted with choices, and includes role-plays for how to handle these situations. Advisory is also a place for students to connect and deals with any demands placed on them because of the rigorous academic program and/or with their life choices and/or situations.

Academic and Respectful Community: Respect for Others and the World Around Us
Justice, fairness, and equity name the school and are important values to infuse through school culture and rituals. Equitas Academy #2 teaches about nonviolent social movements for justice, and how to problem solve with one another without using violence, and instead with respect for self, perseverance, and respect for others.

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 Meeting, where teachers and school leadership exemplify and celebrate the school's core values. Explicitly teaching values will help students achieve and succeed in our rigorous, college preparatory academic program, and will grow students into young adults that embody the values that build self and community beyond the school house 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.

Students in the upper 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 during our reading, writing and social studies blocks.

ENRICHMENT COURSES

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

PHYSICAL EDUCATION AND HEALTH

Equitas Academy #2 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. All children 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 Physical Education test, and they also teach students how to play different sports and games as well as reinforce messages about nutrition, teamwork, and fair play.

WORLD LANGUAGE

As part of the enrichment program, all Equitas Academy #2 students may receive foreign language courses in a second language. Foreign language is taught one trimester a year during the enrichment block. The foreign language study builds from the foundations to a more rigorous language-learning program in seventh grade.

MUSIC

As part of the enrichment program, all Equitas Academy #2 students may music instruction. Music would be taught one trimester a year during the enrichment block.

TECHNOLOGY

Students in the 21st 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 receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, and email in each of the core content areas (reading, writing, science, and social studies. By the time they enter high school, students will be able to proficient with these programs, and have the necessary technological literacy to further their education and interests. Students use computer-based learning programs to master foundational literacy skills. Then students use computers for research and fact-finding to complete assigned projects and homework. Technology instruction is integrated into the core curriculum.

STUDY HALL

Study hall is a structured period of time set aside during the school day for students to work independently on homework or missing/late assignments or receive academic help from a teacher or adult.

CLUBS

Clubs are a period of time during the school day where different grade levels interact with one another in structured "enrichment" activities led by the teaching staff. Clubs build a joyful school culture and extend learning by putting to practice the theories and methods scholars learn throughout the school year.

READING GROUPS

This structured time is similar to traditional guided reading periods. Using a small group model, reading instruction is designed to provide differentiated teaching that supports students in developing reading proficiency. Instructional staff select literature that is appropriate for on, above, and below grade level readers to guide discussions, analysis, and comprehension. Groups will work with an adult in a weekly rotation completing activities related to the self-selected or assigned readings.

INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

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.

INTERVENTION AND ENRICHMENT PROGRAMS

See sections above re: Ethics, Advisory/Life Skills, Music, PE, Technology and other enrichment programs. Intervention and supports for students in need are detailed below.

d. Curricular and Instructional Materials

The academic program at Equitas begins with the CCSS. Teachers use CDE-adopted, standards-based, research proven curricula for the core academic subjects. Content Area Textbooks are outlined below. We intend to assess and evaluate the effectiveness of our curriculum and the leadership team will decide on modification as necessary.

8. COMPREHENSIVE COURSE LIST

	Grade 5	Grade 6	Grade 7	Grade 8
English Language Arts	Grade 5 ELA	Grade 6 ELA	Grade 7 Humanities	Grade 8 Humanities
Mathematics	Grade 5 Math	Grade 6 Math	Pre-Algebra	Grade 8 Math and Algebra I
History / Social Science	U.S. History and Geography: Making a New Nation	World History and Geography: Ancient Civilizations	Humanities	Humanities
Science	Science	Earth Science	Life Science	Physical Science
P.E. / Health	P.E./Health	P.E./Health	P.E./Health	P.E./Health
Arts/Enrichment	Rotating blocks per trimester	Arts/Electives	Arts/Electives	Arts/Electives

9. INSTRUCTIONAL METHODS AND STRATEGIES

The instructional methods and strategies at Equitas 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

• Firm belief that all students can learn and achieve at high levels.	• Frequent internal assessments with data to drive instruction.
-----------------------------------------------------------------------	-----------------------------------------------------------------

<ul style="list-style-type: none"> • Clear, outcome-focused mission, understood by all, and evidenced throughout the school. 	<ul style="list-style-type: none"> • Strong positive discipline code enforced by all.
<ul style="list-style-type: none"> • Leader(s) highly visible ensuring all are focused on mission. 	<ul style="list-style-type: none"> • Clear and frequent communications with parents regarding student performance.
<ul style="list-style-type: none"> • Highly structured learning environment and organization. 	<ul style="list-style-type: none"> • Strong curriculum focus on skill mastery.
<ul style="list-style-type: none"> • Classroom practices promote continuity (and predictability) from one classroom to another. 	<ul style="list-style-type: none"> • Extended school day and school year.

HIGH SCHOOL EXIT EXAMINATION

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

10. 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 #2 curriculum has the California state standards, including CCSS, as its foundation. Units are explicitly designed to ensure all grade-level standards are met. Equitas Academy #2 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.

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

Equitas is committed to ensuring that all students have the technological skills to compete in the 21st century and are prepared to take online assessments. As detailed above, all students 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 use computer-based learning programs to master foundational literacy skills. Then students use computers for research and fact-finding to complete assigned projects and homework. Technology instruction is integrated into the core curriculum.

12. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

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.

In June 2015, Equitas Academy #2 received a clear three-year WASC accreditation.

13. TRANSITIONAL KINDERGARTEN – N/A

ACADEMIC CALENDAR AND SCHEDULES

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.

14. ACADEMIC CALENDAR

Equitas Academy #2 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 4:00 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 are 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.

School opens at 7:30 am with breakfast with dismissal at 4:00 pm.²⁵

Fifth Grade Schedule			
	Begin	End	Time (Min)
Breakfast (not included in instructional minutes)	7:30 AM	7:45AM	15
Life Skills	7:45AM	8:15 AM	30
English Language Arts	8:15 AM	9:20 AM	65
Enrichment/Elective/PE	9:20 AM	10:25 AM	65
Math	10:25 AM	11:30 AM	65
Lunch (not included in instructional minutes)	11:30 PM	12:00 PM	30
Humanities or Science	12:00 PM	1:05 PM	65
Humanities or Science	1:05 PM	2:10 PM	65
Reading Groups	2:10 PM	2:40 PM	30
Study Hall	2:40 PM	3:10 PM	30
Clubs	3:10 PM	4:00 PM	50
Tutoring/ RTI (not included in instructional minutes)	4:00 PM	5:00 PM	60
After School (not included in instructional minutes)	4:00 PM	6:30 PM	
			465 ²⁶

²⁵ If needed and determined by teachers and families, students will attend tutoring, detention and/or homework club after dismissal.

Sixth Grade Schedule			
	Begin	End	Time (Min)
Breakfast (not included in instructional minutes)	7:30 AM	7:45AM	15
Life Skills	7:45AM	8:15 AM	30
Enrichment/Elective/PE	8:15 AM	9:20 AM	65
Science, Math, or Humanities	9:20 AM	10:25 AM	65
Science, Math, or Humanities	10:25 AM	11:30 AM	65
Science, Math, or Humanities	11:30 PM	12:35 PM	65
Lunch (not included in instructional minutes)	12:35 PM	1:05 PM	30
Science, Math, or Humanities	1:05 PM	2:10 PM	65
Reading Groups	2:10 PM	2:40 PM	30
Study Hall	2:40 PM	3:10 PM	30
Clubs	3:10 PM	4:00 PM	50
Tutoring/ RTI (not included in instructional minutes)	4:00 PM	5:00 PM	60
After School (not included in instructional minutes)	4:00 PM	6:30 PM	
			465 ²⁷

Seventh Grade Schedule			
	Begin	End	Time (Min)
Breakfast (not included in instructional minutes)	7:30 AM	7:45AM	15
Life Skills	7:45AM	8:15 AM	30
Science, Math, or Humanities	8:15 AM	9:45 AM	90
Science, Math, or Humanities	9:45 AM	11:15 AM	90
Reading Groups	11:15 AM	11:45 AM	30
Study Hall	11:45 PM	12:10 PM	25
Lunch (not included in instructional minutes)	12:10 PM	12:40 PM	30
Science, Math, or Humanities	12:40 PM	2:10 PM	90
PE/Enrichment	2:10 PM	3:10 PM	60
Clubs	3:10 PM	4:00 PM	50
Tutoring/ RTI (not included in instructional minutes)	4:00 PM	5:00 PM	60
After School (not included in instructional minutes)	4:00 PM	6:30 PM	
			465 ²⁸

²⁶ Instructional minutes do not include recess and lunch, tutoring and after school.

²⁷ Instructional minutes do not include recess and lunch, tutoring and after school.

²⁸ Instructional minutes do not include recess and lunch, tutoring and after school.

Eighth Grade Schedule			
	Begin	End	Time (Min)
Breakfast (not included in instructional minutes)	7:30 AM	7:45AM	15
Life Skills	7:45AM	8:15 AM	30
Science, Math, or Humanities	8:15 AM	9:45 AM	90
Science, Math, or Humanities	9:45 AM	11:15 AM	90
Enrichment/PE	11:15 AM	12:15 PM	60
Reading Groups	12:15 PM	12:45 PM	30
Study Hall	12:45 PM	1:10 PM	25
Lunch (not included in instructional minutes)	1:10 PM	1:40 PM	30
Science, Math, or Humanities	1:40 PM	3:10 PM	90
Clubs	3:10 PM	4:00 PM	50
Tutoring/ RTI (not included in instructional minutes)	4:00 PM	5:00 PM	60
After School (not included in instructional minutes)	4:00 PM	6:30 PM	
			465
			29

Friday Schedule			
	Begin	End	Time (minutes)
Breakfast (not included in instructional minutes)	7:30 AM	7:45 AM	15
Science, Math, or Humanities	7:45 AM	8:45 AM	60
Science, Math, or Humanities	8:45 AM	9:45 AM	60
Community Meeting	9:45 AM	10:15 AM	30
Science, Math, or Humanities	10:15 AM	11:15 AM	60
Science, Math, or Humanities	11:15 PM	12:30PM	45
Lunch (not included in instructional minutes)	12:30 PM	1:00 PM	30
Study Hall	1:00 PM	1:35 PM	35
Dismissal	1:35 PM	1:45 PM	10
			290

15. INSTRUCTIONAL DAYS AND MINUTES

Equitas greatly exceeds the minimum instructional minutes required.

²⁹ Instructional minutes do not include recess and lunch, tutoring and after school.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No	0	0	0	0	0	0	0	0	0	36000	0	-36000
1	No	0	0	0	0	0	0	0	0	0	50400	0	-50400
2	No	0	0	0	0	0	0	0	0	0	50400	0	-50400
3	No	0	0	0	0	0	0	0	0	0	50400	0	-50400
4	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
5	Yes	180	465	35	290	0	0	0	0	215	54000	93850	39850
6	Yes	180	465	35	290	0	0	0	0	215	54000	93850	39850
7	Yes	180	465	35	290	0	0	0	0	215	54000	93850	39850
8	Yes	180	465	35	290	0	0	0	0	215	54000	93850	39850
9	No	0	0	0	0	0	0	0	0	0	64800	0	-64800
10	No	0	0	0	0	0	0	0	0	0	64800	0	-64800
11	No	0	0	0	0	0	0	0	0	0	64800	0	-64800
12	No	0	0	0	0	0	0	0	0	0	64800	0	-64800

PROFESSIONAL DEVELOPMENT

16. TEACHER RECRUITMENT

In order to deliver on our rigorous academic program, Equitas Academy #2 recruits and selects outstanding educators with passion, subject mastery, extensive experience with urban youth, and the commitment to do whatever is necessary to ensure the uncompromising academic performance of our 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.). 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 #2 attracts 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' Director of Human Capital, the school implements 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 appropriately qualified in accordance with state law.

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 to ensure ongoing collaboration. Teachers 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.

17. 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 Academies. 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 professional development 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. Our teachers 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 #2 provides 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 and 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 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 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 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 #2 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.

MEETING THE NEEDS OF ALL STUDENTS

18. ENGLISH LEARNERS

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"),

were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated 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, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

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

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

All of the major components of the instructional program have been carefully designed to promote the academic and social success of EL students. Students must achieve literacy skills to reach academic success and develop a strong sense of personal and ethnic pride if they are to continuously work hard in school and beyond. Based upon the data from the surrounding neighborhood schools, we expect approximately 25% of students to be English Learners (ELs). We have structured the curriculum and instructional program to meet the needs of ELs 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, the vast majority of whom are Spanish speaking, requires that we take an approach that will ensure 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 #2 will help students identify that their bilingual capacity will be an asset, an admirable and necessary skill. Equitas Academy #2 teachers and leadership communicate to parents in Spanish as needed—but use English instruction for the content areas in the classroom. In addition, Spanish is taught at Equitas as an enrichment course.

a. **Process for Identifying EL students**

Equitas Academy #2 serves its el students in accordance with all applicable state and Federal laws and regulations. A home language survey (HLS) is distributed to every parent as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey is equitable, comprehensive, and not based on prior assumptions. Students, who list a language other than English on any of the questions of the HLS, are identified as an English Language Learner initially, until their actual language proficiency is determined through the CELDT. Students whose primary language is not English are assessed using the California English Language Development Test (CELDT/ELPAC) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English

learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment takes place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

The English language proficiency of all currently enrolled EL's is assessed in accordance with the 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 CELDT/ELPAC test, according to the guidelines set forth in the student's IEP. Equitas notifies parents of the school's responsibility to conduct CELDT/ELPAC testing and informs parents of CELDT/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.

Parents are notified of their child's CELDT/ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified.

b. Educational Program for English Language Acquisition

All EL students learn with all other students in the classroom during instructional time. Our direct-instruction program is geared to all literacy learners, especially el students. In addition, el students have English language tutoring time in small groups twice weekly. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Students at the Intermediate level are taught using Academic English skills in reading, writing, listening and speaking to learn content and will benefit most from SDAIE strategies.

Teachers work with EL students through daily reading, writing, and discussion activities to determine each student's literacy habits and skills. Three relevant themes guide the school's English Learner support system: (1) the critical role of vocabulary in language development; (2)

the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

c. How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC to Support and Accelerate Student Progress

Our programs to support EL are based on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which is aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, Equitas will continue to administer the CELDT as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

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 are expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT/ELPAC. Additionally, teachers of ELs 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 CELDT/ELPAC data, we modify our el program as needed.

Equitas Academy #2 ensures that teachers are qualified and supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified, and 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 are notified regarding their child's English Language Development along with CELDT/ELPAC scores every progress report or every trimester and/or as often as needed.

d. Provide Proficiency Levels with Meaningful Access For el, Including Instructional Strategies And Intervention

See Section (b) above. Equitas ensures all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards. Teacher professional development focuses developing reading and writing skills of el students. Strategies to assist el students in each classroom includes front loading content area vocabulary, using graphic organizers, pairing students with an English proficient student partner, and allowing for 1:1 support with teacher assistants.

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 his or her 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 CELDT/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 includes all relevant information such as attendance, CAASPP scores and class programs. The teacher reviews the master folder for each student 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 CELDT/ELPAC until they can 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 #2 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 CELDT/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 CELDT/ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after CELDT scores become available and just after the second submission of ELD folders and work samples. The ELD coordinator initially reviews all student ELD folders. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and CELDT scores also meet the requirements listed above, the student moves 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 are 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 EL And Reclassified (RFEP) Students

Equitas Academy #2 uses a systematic process to monitor ELs' progress toward English proficiency. Teachers assess student progress, both formally and informally, throughout the

year. Assessment data is used to determine individual proficiency levels and to modify instruction to meet students' needs. Teachers compile student work samples and assessments and evaluate progress using ELD portfolios on a regular basis, usually every trimester. Teachers regularly examine student progress toward ELD standards in order to tailor instruction to ensure that students meet annual goals. Teachers review ELD portfolios to determine focus ELD standards for the following trimester.

The school also monitors 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 EL (LTELs)

The school tracks student performance of both students currently classified as ELs, including LTELs, and those who are reclassified English Proficient. LTELs 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 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 are 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.

19. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Equitas Academy #2 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 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 examines student's performance and supports to help advance this group. High achieving students are 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.

20. STUDENTS ACHIEVING BELOW GRADE LEVEL

Equitas Academy #2 implements 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, and Physical Education
- Differentiation and scaffolding of instruction: homogenous reading groups; heterogeneous small group instruction
- Teachers use anchor charts that guide teacher learning and for students it serves as a resource for their learning, during student discussion

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 identifies strengths, areas of concern, goals, objectives, evaluation and timeline for addressing the needs of low-achieving students. Student progress is monitored and documented by the SST team every three weeks. The SST meeting is held before, during and/or after school depending on the needs and schedules of members of the SST team. Strategies include utilizing our comprehensive support services such as placing the 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, and on Saturdays, 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.

21. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

The design of Equitas #2 is geared specifically towards the needs of socioeconomically disadvantaged students. We 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 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 #2's School Leaders are 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 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 revise our curriculum as necessary to address our students' needs.

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

STUDENTS WITH DISABILITIES

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 schools must ensure that no student otherwise Eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

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 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 timeliness and as follows:

- **End of Year Suspension**

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

- **Statewide Assessment Data (Including Charter Schools)**

The usual file including District ID.

- **Norm day**

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

- **CBEDS (Including Charter Schools)**

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

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

- **Dropout (Including Charter Schools)**

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

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires the District to develop an integrated student information system which is referred to as My Integrated Student Information System (). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools will provide the District with data necessary to populate MiSiS, as required by the MCD, beginning August 1, 2014. In the event that the District elects to customize MiSiS for charter school use, and upon

appropriate training for charter school staff, charter schools will be provided the option to implement MiSiS as a primary or supplemental student information system.

22. STUDENTS IN OTHER SUBGROUPS

As noted throughout this petition, Equitas #2 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 are identified through teacher/family/staff referral. Equitas #2 provides extensive support for these students in the context of our entire caring, supportive school community. As detailed above, our SST process and teacher training ensures that all students with special needs are promptly identified and provided the support they need, including referrals for students and their families to outside support organizations such as The Salvation Army. While homeless, foster care or other students are not “statistically significant,” we track these students’ progress both individually and as a group(s) within our data system and analysis process, as we do all other students.

A TYPICAL DAY

23. DESCRIPTION OF A TYPICAL DAY

A visitor at Equitas #2 would enter the school at 7:30am and observe students shaking hands with a school leader. The handshake sets the tone for the day and allows the school leader to do a uniform check. Each scholar at Equitas wears a complete uniform including a blazer and belt. The student enters the school, takes out a homework folder, shakes his/her teacher’s hand and begins breakfast. After the scholar finishes breakfast, he/she completes Life Work, or individual work folders designed to challenge scholars. The teacher reviews the scholars’ homework for completion.

At 7:58 am, the teacher begins a transition and scholars attend life skills class. The teacher discusses the importance of planning ahead. Students discuss the importance of setting goals. Teachers help students set goals for the week to ensure they are able to get their schoolwork completed and enjoy the evening celebration. After Advisory, students move onto literacy. The scholars are reading Steinbeck’s, *The Pearl* and exploring its theme. Students explore the symbolism of the pearl and its power to deceive, to corrupt, and to destroy. Students connect the literacy discussion and begin essays on the book. Students move to snack and then math. Math work includes problem solving algebraic equations.

After working hard in literacy and math, there is a transition to PE and then lunch. Students leave lunch and enter enrichment, social studies and science courses, which occur in the afternoon. Students can choose enrichment courses that are offered with an Elective approach (e.g., chess, dance, website blogging/technology, newspaper). Students end the afternoon with tutoring and/or high school prep course, where students learn about high performing high schools, financial aid, and ISEE prep. The classrooms are posted with admission letters of students that have been admitted to college preparatory high schools. After school opportunities are made available and including dance, chorus, and sports and other clubs taught by afterschool staff and teachers.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

At all times, our goal is to ensure that every student meets or exceeds grade level standards in all subjects, as further detailed in the LCAP 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 #2 implements 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 and weekly Accelerated Reader reports – used to determine whether a scholar is ready to advance to the next level. It is a requirement for the student to perform at least at 80% on 2 or more quizzes on a book at their level. Our school uses a correlation chart to ensure Accelerated Reader (AR) and Fountas & Pinnell (F&P) reading levels are aligned. This formation is shared with the 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)
- CELDT/ELPAC – for EL's

DATA ANALYSIS AND REPORTING

Equitas #2 understands the importance of data collection and analysis in measuring and improving student learning. We 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 re-taught 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 tutors
- 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 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.

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
English Language Arts			
Internally-Created Tests	Measure standards mastery	5-8	Daily and /or weekly
Interim Assessments (IA)	Measure standards mastery	5-8	Beginning of the year, 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	5-8	Beginning of the year, end of the unit, each trimester, and/or the end of the year
Fountas and Pinnell (F&P)	Assess reading level, decoding, and comprehension	5-8	Upon enrollment and twice year
Writing	Timed Writing Assignment with rubric scoring	5-8	Upon enrollment and every trimester
CAASPP	State Criterion-Based Assessment	5-8	Once a year
NWEA MAPs	National Normed-Referenced	5-8	Three times a year
Mathematics			
Internally-Created Test	Measure standards mastery	5-8	Daily and /or weekly

Interim Assessments (IA)	Measure standards mastery	5-8	Beginning of the year, each trimester, and/or the end of the year
Publisher-Designed Assessment	Measure standards mastery	5-8	Upon enrollment and every trimester and/or as needed
CAASPP	State Criterion-Based Assessment	5-8	Once a year
NWEA MAP	National Normed-Referenced Assessment	5-8	Twice each year
Science			
Internally-Created Test	Measure standards mastery	5-8	Daily, and/or weekly
Interim Assessments (IA)	Measure standards mastery	5-8	Beginning of the year, each trimester, and/or the end of the year
Publisher-Designed	Measure standards mastery	5-8	Daily, weekly, and each trimester
CAASPP	State Criterion-Based Assessment	5-8	Once a year
Social Studies			
Internally-Created Test	Measure standards mastery	5-8	Daily and /or weekly
Interim Assessments (IA) Standards-Based	Measure standards mastery	5-8	Beginning of the year, each trimester, and/or the end of the year
Publisher-Designed	Measure standards mastery	5-8	Daily, weekly, and each trimester
English Language Development			
Internally-Created Test	Measure standards mastery	5-8	Daily and /or weekly
Interim Assessments (IA)	Measure standards mastery	5-8	Beginning of the year, each trimester, and/or the end of the year
CELD/ELPAC	Measure language acquisition	5-8	Every Year

Communication with Students and Families

Equitas Academy #2 involves 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 share results with students and parents in progress reports and conference meetings. Teachers work with each student to set goals for the upcoming assessment.

Teachers also 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 are 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 are sent home for parents to review and sign.

State testing results are also sent to families and Equitas Academy #2 hosts 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 #2 annually prepares the School Accountability Report Card (SARC) to provide the public with important information about our school's progress toward achieving its goals.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Grading Policy is based on demonstration of mastery of the California Common Core Standards. Grades 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 is used to define a student’s level of mastery of the State Content Standards. Students are assessed using a rubric and/or receive a letter grade.

Sample Grading Policy for Courses

Letter Grade	Percentage	Definition
A+	98-100%	A student earning an A is consistently demonstrating advanced levels of mastery with the content standards.
A	93-97%	
A-	90-92%	
B+	88-89%	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	83-87%	
B-	80-82%	
C+	78-79%	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	73-77%	
C-	70-72%	
D	60-69%	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 before credit will be earned.
F	50 and below	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 before credit will be earned.

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

Despite various interventions and extra supports, if students are still far below grade level, another possible intervention is retention. Parents are 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 are informed throughout the process, the final decision for retention rests with the Equitas 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 District policy as it relates to charter schools, as they may be amended from time to time.

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, related parties, 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.

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

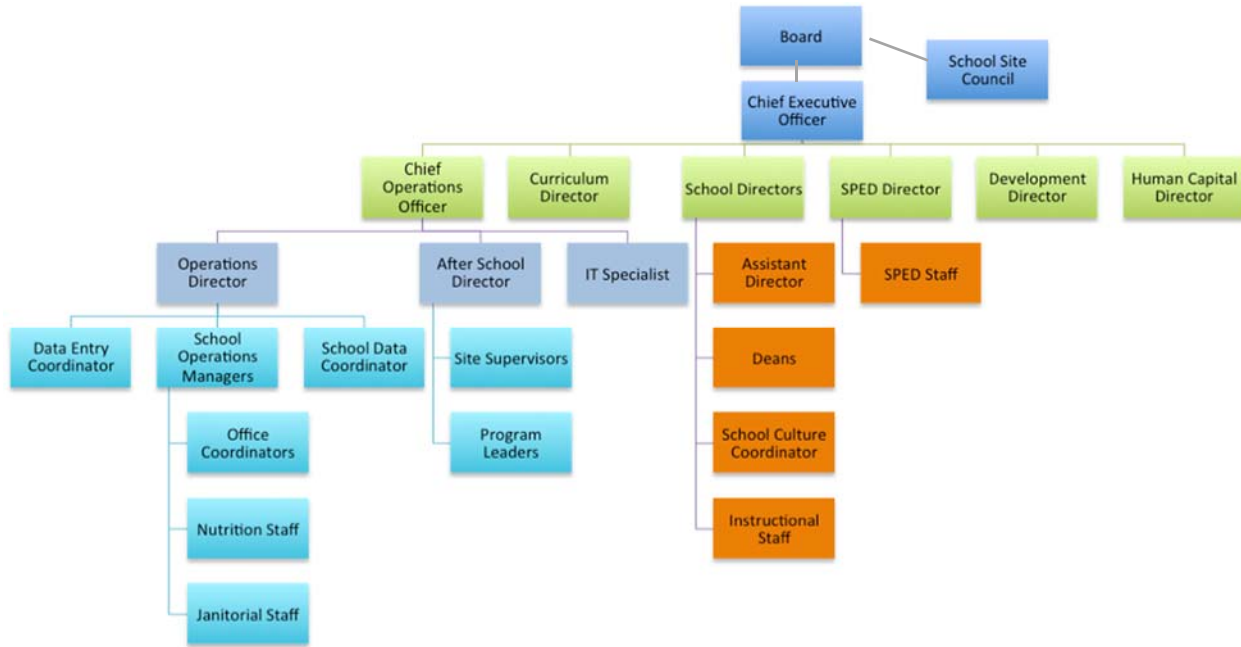
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

GOVERNANCE STRUCTURE

Equitas Academy #2 is a direct-funded independent charter school, operated by Equitas Academy Charter School, Inc., (Equitas, Inc.) a California Nonprofit Public Benefit Corporation with 501(c)(3) status from the IRS, pursuant to California law.

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

1. ORGANIZATIONAL CHART



GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

Equitas Academy #2 is governed by the Equitas, Inc. Board of Directors, who maintains 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 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 two-thirds (2/3) vote of the seated Directors. Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of Equitas, 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.

Pursuant to California Education Code § 47604(b), the District may, at its discretion, appoint a representative to Equitas, Inc.'s Board. If the District chooses to do so, Equitas, Inc. may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, Equitas, Inc. will comply

with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act.

GOVERNANCE PROCEDURES AND OPERATIONS

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, with telephonic participation available within the requirements of the Brown Act. 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 the school and at the entrance of the school's main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings 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 and available for review by the public. Robert's Rules of Order shall govern the conduct of all meetings.

Equitas, 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, Inc. Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of Equitas Academy #2 (and the other Equitas schools) including but not limited to the following:

- Ensure Equitas Academy #2 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 \$5000.00;
- 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;
- 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;
- Appoint an administrative panel to take action on recommended student expulsions.

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 #2 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, 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.

CEO and Network Staff

The CEO and Network staff is responsible for the oversight of all school operations at all Equitas campuses; the CEO supervises the Equitas Academy #2 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, Director of Curriculum, Director of Operations, Director of Human Capital and Director of Special Education are included in Element 5.

School Director

The School Director serves as the operational and educational leader of the school, responsible for implementing programs, policies and procedures to realize Equitas Academy #2's mission and vision. The School Director is responsible for providing instructional leadership in hiring, training, and evaluating (in collaboration with the Network Director of Human Capital and Director of Curriculum) highly qualified teachers and other instructional and support staff. (See full job description in Element 5, below.)

STAKEHOLDER INVOLVEMENT

Parent Involvement in Decision Making

The organizational structures at Equitas are clear. The Board is the governing body and the school leadership and staff bring professional expertise to the academic program. We encourage teachers, families, and 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 #2 finds meaningful ways to engage teachers in building relationships with the families of each of their students.

Along with our strong committed Board, Equitas believes families play a key role in the education of their children. Equitas #2 utilizes family involvement to forge parent partnerships with the school through the creation of the School Site Council (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 is 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 implements 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.

Each year, the School Director also engages 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.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Equitas 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 #2 #2 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 support multiple schools are listed as Network staff.

1. 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

- Work with the Board and its Committees to marshal resources for capital improvements and a permanent facility, for extracurricular curricular opportunities, and supplemental academic programs
- Ensure the accuracy of all financial documents in conjunction with the operation of the school including budgets, cash flow statements, expenditures, revenues, payroll, benefits, taxes, etc.
- Perform and execute any other tasks as assigned by the Board of Directors

Qualifications and Experience

- Strong commitment to the mission and vision of the school
- Experience in education, strategic planning, staff development, board relations, financial management, and operations
- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- 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 and measurable success
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations
- Experienced public speaker
- Well-developed technical and persuasive writer
- Masters level degree preferred

2. CHIEF OPERATING OFFICER (NETWORK)

Equitas Academy provides a structured, achievement-based community that prepares students to graduate from four-year colleges and universities. We currently operate an Elementary School and Middle School, with a growth plan of serving 2000 students by 2018. We are seeking an experienced Chief Operating Officer as we grow and expand our impact in Los Angeles. The Chief Operating Officer for Equitas Academy will provide strategic leadership and planning for the operations function and oversee all operations activities, facility acquisition and management, information technology, internal financial processes, vendor management, compliance, enrollment, lottery, and student information systems.

Essential Responsibilities:

- 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
- Manage Operations budget
- Manage Operations Department and outside contractors
- Collaborate internally on special projects and provide leadership and strategic insight on cross-functional teams

Knowledge, Skills, and Abilities:

- 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
- 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
- Excellent computer skills, including Microsoft Office and database management
- Self-starter with a proven ability to meet and complete multiple tasks with solid deadlines
- Flexible, people-oriented team player

Minimum Requirements:

- Bachelor's degree required
- Charter school experience strongly preferred
- Minimum 5-8 years of directly related experience, preferably in an Operations department of a non-profit or educational organization
- At least 3 years in a leadership role

3. DIRECTOR OF STRATEGIC GROWTH (NETWORK)

The Equitas Director of Strategic Growth provides leadership in strategic growth to allow for a laser-focus on student achievement and to deliver on the mission of college graduation for all students. Equitas Academy has entered an inflection point where we are poised to grow. In our growth, we need to establish roles and goals to create consistency and systems. The Director of Strategic Growth will ensure that our school leaders and Network team have access to the data needed to make important decisions. With the move to common core, we need access on a daily basis to our data to make changes and learn from our new curriculum. In addition, stronger data systems and supports are necessary to increase accountability across the network.

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

Duties

- Develop strategic vision for how and why we use the data we have and drive data systems and goal setting throughout all schools. □
- Ensure funder grant data requirements are met and grant submissions are in compliance with contractual obligations.
- Cultivate collaborative relationships to further the reach and impact of Equitas' mission in the community.
- Keep informed of and provide updates about current developments, best practices and trends in charter school law and other related legal issues.
- Support the transition/implementation of data systems including the SIS, Illuminate system for 3 schools. □
- Create and analyze data reports for instructional team to monitor mastery and drive assessments, including trackers that measure student growth between assessments.
- Create organizational, departmental, and project data dashboards for key stakeholders including the Board of Directors, funders, and other external partners.
- Identify data trends to identify areas of improvement across the organization.
- Create and deliver professional development sessions on student academic culture data collection, entry, analysis and reporting.
- Provide framework for monitoring and evaluating program and database implementation including common core implementation, curriculum implementation, Illuminate implementation, afterschool program, co-teaching and special education program.
- Support Network Team to develop department and school goals and present data to measure progress toward organizational goals.
- Support Executive Team and HR department in creating staff evaluation measures and processes.

Qualifications and Experience

- Bachelor's Degree, Master's Degree, MBA, MPP and/or JD preferred
- Demonstrated ability to work well in a team as well as in a supervisory role
- Minimum 3 years working in a school setting
- Charter school experience preferred
- Bilingual Preferred

4. 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
- Assist Director of Curriculum and Instruction in managing their school budget
- Assist CEO in yearly budget process
- Serve as liaison on the Board of Director Resource Development Committee
- Oversee the accounts payable, inventory, payroll, weekly deposits and school site accounting systems
- Lead fundraising and development in conjunction with the CEO
- Oversee process of meeting compliance of local, state, and federal requirements
- Oversee charter renewal and yearly authorizer visits
- Complete any other tasks given by CEO
- Communicate effectively with students, parents, organization partners, and colleagues

Qualifications and Experience

- Bachelor's Degree, Master's Degree or MBA
- Demonstrated ability to work well in a team as well as in a supervisory role
- Minimum 3 years working in a school setting
- Charter school experience preferred
- Bilingual Preferred

5. 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
- Work with CEO on developing the yearly budget.
- Develop financial reports for the Board of Directors and also attend the all Finance Committee meetings
- 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 CEO
- Supervise the Office Admin staff

Qualifications and Experience

- Commitment to Equitas Academy #2's mission and organizational 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.

6. OPERATIONS SUPPORT STAFF

The operations support staff is responsible for the daily operations of the front office, nutrition, and maintenance of the facility, under the general supervision of the School Operations Manager.

- 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 newsletters
- 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, 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

7. 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 CEO, 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 CEO, 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 CEO
- 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. These include but are not limited to:

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, CeIDT 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 CEO

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

8. 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.
- Must possess bachelor's or higher degree from an accredited college or university
- Mild/Moderate Education Specialist Instruction Credential

- Must meet NCLB 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.

9. TEACHERS

Equitas 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 CEO 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

- Complete any other tasks given by School Director or CEO

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

10. OFFICE/CLERICAL SUPPORT STAFF

The administrative assistant is responsible for the daily operations of the front office

Leadership Skills and Characteristics

- 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 newsletters
- 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
- Complete other responsibilities as the CEO and School Director may request

Qualifications and Experience

- Bilingual in Spanish and English Oral and Written Proficiency Required
- College degree preferred
- Previous experience as an administrative assistant
- Proficiency in all Microsoft applications
- Prior experience in urban communities preferred

11. DIRECTOR OF HUMAN CAPITAL (NETWORK)

The Director of Human Capital will lead Equitas Academy #2's efforts to recruit top-tier teachers, leaders and school staff members while providing Human Resources Administration to support employees and the academic growth of scholars. The Director of Human Capital will be charged with developing an overall strategy for proactive recruitment, as well as implementing internal systems to support these efforts and to support retention. Reporting to the CEO, the Director of Human Capital will lead the strategy and execution of the following:

Essential responsibilities:

Talent Management

- Create the overall talent strategy to strengthen recruitment outreach in both Los Angeles and nationwide for highly qualified applicants.
- Develop recruiting policies and procedures, ensuring that Equitas will meet ambitious growth goals with diligence and adherence to applicant tracking and process, which may include selecting and implementing an applicant tracking system.
- Create and strengthen external partnerships with key teacher-development organizations.
- Attend recruiting events, conferences and key job fairs as a representative of Equitas Academy #2.
- Proactively recruit high-performing teachers and leaders and cultivate high potential candidates.
- Collaborate with hiring managers to coordinate interviews and refine the selection process.
- Coordinate all necessary documents, including but not limited to: recruitment materials, job posts and offer letters.
- Foster and promote a defining brand for Equitas Academy #2 within the human capital strategy.
- Conduct yearly analysis to recognize trends and inform the next year's recruiting plan.

Compliance

- Ensure Equitas Academy #2's 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 Academy #2's 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.
- Conduct 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.

Compensation and Benefits Management

- Recommend salary ranges for all new positions based on market pricing; create and revise agreements for new and returning employees.
- Create and manage leveling structures for education positions and business office positions, to support internal equity across functions and alignment with market pay.
- Conduct job analyses to establish specific requirements of individual jobs; classify positions in accordance with FSLA guidelines; create job descriptions or re-scope job descriptions to meet departmental needs. Ensure minimal legal exposure for Department of Labor claims based on employee classification or pay.
- Participate in non-profit and charter school salary surveys; create and administer spot surveys as needed.
- Manage employee benefit programs and external relationships for all plans including medical, dental, vision, life and disability insurance, worker's compensation, supplemental 403b, Flexible Spending Plans, Paid Time Off and sick leave processing, and unemployment compensation.
- Work with CEO to perform annual benefit evaluation; restructure or revise plans to meet budget requirements and better meet staff needs, supporting retention; provide recommendation to Leadership Team.
- Supervise benefits administration and handle non-routine problem escalation. Ensure all local, State and National ordinances are reflected in benefits offering and administration.
- Manage open enrollment process and conduct on-site meetings. Ensure administration of changes is rolled out internally.
- Support individual employees by responding to inquiries and acting as an internal resource for benefits information, including conducting FMLA meetings.

Employee Relations/Support

- Oversee all aspects of separations including working with Supervisors and staff on process and procedure, and ensure processes are in compliance with all applicable state and federal law; write separation letters and coordinate last paycheck with payroll administrator.
- Provide outplacement counseling; conduct exit interviews; and recommend/develop programs based on feedback.
- Conduct employee investigations from complaints, and mediate, or work with outside counsel to mediate.
- Coach Supervisors and provide training on discipline issues, performance improvement plans, and terminations.
- Manage and track performance review process; coach Supervisors in conducting reviews; evaluate and recommend improvements; implement new strategies like 360 reviews.

Qualifications and Experience:

- Bachelor's degree required.
- A commitment to the Equitas Academy #2's mission and firm belief that all students are capable of achieving a college education.
- 5-10 years of experience in recruiting and Human Resources.

12. SPECIAL EDUCATION COORDINATOR (NETWORK)

The Special Education Coordinator oversees the program at all Equitas schools and serves as the supervisor for special education staff and oversees curriculum, student services, parent communication, compliance, and program implementation.

Curriculum:

- Supervise and provide leadership for 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 the School Director
- 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 children with special needs 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

Student Services:

- 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.

Parent Communications:

- 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 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

Program Implementation:

- Develop, maintain, and lead in Student Support Team meetings for students identified as being potential Special Ed students.
- 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

Organizational/Administrative:

- Report special education statistics, as they become available
- Complete Individualized Education Plan 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 Special Education 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

Teacher Credential Assurance

Equitas Academy #2 agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. It will conform to the legal requirement that all Equitas 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, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of 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.

1. CUSTODIAN OF RECORDS

The Director of Human Capital serves as the Custodian of Records for Equitas #2.

2. STUDENT HEALTH AND WELLNESS

Equitas #2 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 provides students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and provides clean, safe, and pleasant settings and adequate time for students to eat. Equitas Academy #2 participates in appropriate and available federal school meal programs (including the School Breakfast Program, National School Lunch Program, etc.).

During 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 #2 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.

Recruitment Methods

Recruitment materials are bilingual English/Spanish to communicate the mission and educational program of Equitas #2. In addition, an outreach plan has been developed and is updated annually, including marketing materials delivered to homes in the targeted community, and presentations and flyer distribution at community meetings and events. The bilingual marketing materials have information on the school website and phone number for additional information.

In addition, information sessions at local community centers, and after school programs ensure parents residing in the targeted neighborhood are informed about the opening of Equitas #2. As needed, we also recruit using the newspaper and radio ads, website and mailings. Specific student recruitment efforts include:

Table 17: Recruitment Efforts

Location	Efforts	Dates
Pico Union Housing Corporation	Information session, flyer distribution	Monthly flyer distribution (June 2016-June 2017)
Red Shield-The Salvation Army	Information session, flyer distribution	Monthly flyer distribution (June 2016-June 2017)

Pico Union Library	Flyer distribution	Monthly flyer distribution (June 2016-June 2017)
Markets	Flyer distribution	Monthly flyer distribution (June 2016-June 2017)
Toberman Park Recreation Center	Information session, flyer distribution	Monthly flyer distribution (June 2016-June 2017)

Targeted Outreach

In order to maintain the enrollment goals, the leadership team recruits students residing in the targeted Pico Union neighborhood. Because of the high population of the Spanish speakers in this area, outreach efforts are conducted in both English and Spanish.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

RESIDENCY

If and to the extent that this Charter provides for any admission preference based on student residency, Charter School shall determine residency in compliance with Education Code section 48204 et seq.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or

attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

ADMISSION REQUIREMENTS

Equitas #2 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. In accordance with applicable state law, the following groups of students are exempted from the lottery:

- Students who are currently enrolled

Lottery preferences will be given to the following:

- Pupils that reside within the LAUSD attendance area
- Siblings of admitted students.
- Children of teachers and staff (up to a cap of 10% of enrollment).

In the event that Equitas receives federal grant funding that requires compliance with U.S. Department of Education Non-Regulatory Guidance for the duration of the grant, the following lottery preferences shall apply:

The following groups of students are exempted from the lottery:

- Students who are currently enrolled
- Siblings of admitted students.
- Children of teachers and staff (up to a cap of 10% of enrollment).

As required by state law, Preference will be given to pupils that reside within the LAUSD attendance area. During any period of discretionary grant funding from the U.S. Department of Education, a single weighted drawing will be conducted in which in-district residents are given preference at a 2:1 ratio.

The open enrollment timeline period commences January 15th of the preceding school year, with interested families notified to submit a Lottery Application form by March 1st. Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline, the school holds a single public random lottery to determine enrollment for the impacted grade level.

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. Public notice will be posted at the school site and on the website regarding the date and time of the public drawing once the 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 in the evening 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 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. Vacancies 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 in the order of the wait list and will be given 48 hours to decide whether or not to 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)(l).)

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)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of Equitas Academy #2 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 Board of Directors will review and approve the audit no later than December 15.
- The Director of Operations will be responsible 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

A. DISCIPLINE POLICY

Equitas #2 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 #2 will be developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment. This policy will include, but is not limited to the students' rights and responsibilities while on school grounds as well as the school's suspension and expulsion policies. 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. If a parent agrees to or requests a stipulated hearing, Equitas #2 will waive the hearing. The policy may be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

Upon enrollment and at the beginning of each school year, Equitas #2 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. 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 free dress and negative consequence include completing a reflection. 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.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance, 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, or traveling to or from, a school-sponsored activity

Equitas #2 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 – those that put students and/or the school in grave physical danger – will be considered grounds for expulsion. 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.

C. CAUSE FOR SUSPENSION AND EXPULSION

Equitas #2's School Director bears primary responsibility for overseeing all student discipline. The School Director has the authority to suspend students.

Mandatory Expulsion/Suspension: 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 ☐
- possession of a controlled substance ☐
- 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. □

D. PROCESS FOR SUSPENSION AND/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. In-school suspensions are given as an alternative to out of school suspensions and are held at the school. 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.

Family Conference □

Suspension shall be preceded by a conference conducted by the School Director with the student and his/her parent. 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 Equitas 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 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.

□

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 in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

The Advisor 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.

Recommendations for Expulsion

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.

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, to determine whether or not the student should be expelled. A parent can waive the due process proceedings if they think it's best interest of their child. The hearing will be held, within 30 days from the date of the recommended expulsion, after the School Director determines that an act subject to expulsion has occurred. The 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. 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
- Presentation and cross examination of witnessed and other evidence
- Information regarding reasonable accommodations and language support 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 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.

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.

□ Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses □

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 victim 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 or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. 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 presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand. 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 presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony. 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.

E. 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, Inc. Board of Directors will be impartial and final. Equitas Academy #2 will maintain school 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

Reinstatement and Readmission

Pupils who are expelled from Equitas Academy #2 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 #2 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 is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. Equitas Academy #2 shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. Equitas' governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, Equitas #2 shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

All full-time certificated employees and non-certificated teachers who are Eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and Equitas 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 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. Social Security payments will be contributed for all qualifying non-STRS members. The Equitas, 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 Director of Human Capital will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

CERTIFICATED STAFF MEMBERS

All full-time, certificated employees and non-certificated teachers at Equitas Academy #2 will continue to participate in the State Teachers’ Retirement System (“STRS”). Full-time is defined, for certificated employees, as working eight (8) hours per day. Employees will contribute the required employee percentage, and Equitas Academy #2 will contribute the employer’s portion. All withholdings from employees and from Equitas will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. STRS contributions will be reported through LACOE.

OTHER STAFF MEMBERS

All full-time Eligible employees will be covered by the Federal Social Security program. The Equitas, 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. The Director of Human Capital 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.

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

As a school of choice, Equitas #2 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).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Malka Borrego, CEO
1700 West 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. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties.

Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCACTION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education

website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher grade-books, Charter School payroll records, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the school closes, the Executive Director and the Chief Operations Officer will serve as the school's closure agents.

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent

Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
 - (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be

located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does

not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence and \$1,000,000 general aggregate, with no self-insured retention.
5. Cyber liability insurance coverage with minimum limits of \$1,000,000 per occurrence and \$1,000,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any

other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream

be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

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

Audit and Inspection of Records

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

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

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

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

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

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)