Equitas Academy #3 Charter School
New Charter Petition
2014-2019

Submitted to Los Angeles Unified School District
Charter Schools Division
333 S. Beaudry Avenue
Los Angeles, CA 90017
December 17, 2013

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Founder and Executive Director
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# Table of Contents – The 16 Elements

<table>
<thead>
<tr>
<th>Assurances and Affirmations</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element One-The Education Plan</td>
<td>4</td>
</tr>
<tr>
<td>Element Two-Measurable Student Outcomes</td>
<td>59</td>
</tr>
<tr>
<td>Element Three-Method by Which Student Outcomes will be measured</td>
<td>66</td>
</tr>
<tr>
<td>Element Four-Governance</td>
<td>71</td>
</tr>
<tr>
<td>Element Five-Employee Qualifications</td>
<td>78</td>
</tr>
<tr>
<td>Element Six-Health and Safety Procedures</td>
<td>93</td>
</tr>
<tr>
<td>Element Seven-Means to Achieve Racial and Ethnic Balance</td>
<td>96</td>
</tr>
<tr>
<td>Element Eight-Admission Requirements</td>
<td>99</td>
</tr>
<tr>
<td>Element Nine-Annual Financial Audits</td>
<td>101</td>
</tr>
<tr>
<td>Element Ten-Suspension and Expulsion Procedures</td>
<td>102</td>
</tr>
<tr>
<td>Element Eleven-Employee Retirement Systems</td>
<td>110</td>
</tr>
<tr>
<td>Element Twelve-Public School Attendance</td>
<td>111</td>
</tr>
<tr>
<td>Element Thirteen-Rights of District Employees</td>
<td>112</td>
</tr>
<tr>
<td>Element Fourteen- Mandatory Dispute Resolution</td>
<td>113</td>
</tr>
<tr>
<td>Element Fifeteen-Exclusive Public School Employer</td>
<td>115</td>
</tr>
<tr>
<td>Element Sixteen-Charter School Closure Procedures</td>
<td>116</td>
</tr>
</tbody>
</table>
Assurances and Affirmations

Equitas Academy #3 Charter School (hereinafter “Equitas” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 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. EC 47605(d)(1)

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

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes 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 should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.
Element 1 – The Educational Program

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

DISTRICT REQUIRED LANGUAGE

- The contact person for Equitas Academy is Malka Borrego, Founder and Executive Director.
- The contact address for Equitas Academy is 1700 W Pico Blvd., Los Angeles, CA 90015.
- The contact phone number for Equitas Academy is (213) 201-0440.
- The proposed address or target community of Equitas Academy is 1700 W Pico Blvd Los Angeles, CA 90015, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 2 and Educational Service Center East.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is TK-4.
- The number of students in the first year will be 500.
- The grade level(s) of the students in the first year will be TK-4.
- The scheduled opening date of Charter School is September 2, 2014.
- The admission requirements include: Equitas Academy admits all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance is determined by a single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school is open to any resident of the State of California. Enrollment is on a first come, first served basis. Equitas Academy affirms that the school is nonsectarian in all aspects of its programs and operations, including admissions and employment. Equitas Academy does not charge tuition. Equitas Academy does not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (See Element 8: Admissions).
- The enrollment capacity is 500. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: traditional, 180 days.
- The bell schedule for Charter School will be: 7:30am-3:30pm.
- If space is available, traveling students will have the option to attend.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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 submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 §
47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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.” § 47606.5(e).

**ACADEMIC CALENDAR AND SCHEDULES**

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

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Charter School shall provide to the CSD an annual report of its EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

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

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

**STUDENTS WITH DISABILITIES**

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

**Special Education Program**

All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree ("MCD") and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to 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 ("SEPLA") Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but 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 have 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 will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools 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.

**Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools**

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

All charter schools 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 required format and are 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.

- **STAR – Preliminary and Final. (Including Charter Schools)**

  The usual file including District ID.

- **Norm day – 2013**

  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 – 2013 (Including Charter Schools)**

- **All Students enrolled December 1, 2013:**

  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.

- **Dropdown 2012-13 (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 from non-SIS schools (Including Charter Schools)**

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

  The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.
Introduction
Equitas Academy, located in the Pico-Union area of Los Angeles, California currently serves approximately 450 students in its flagship school in grades TK-5, has opened an additional middle school. We propose to add one more school, Equitas Academy #3 to our network of schools.

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

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

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

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

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

These beliefs guide all curriculum and instruction, student and staff expectations, and community outreach at the flagship school, and will guide the launch of both the middle school in the fall of 2013 as well as our proposed future elementary school, Equitas Academy #3.

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

III. Build a Strong Network Central Office.
A strong network, known as the Equitas Academies, will provide support services to all network schools. The network will be led by founding Equitas Academy leaders that will ensure that schools and its leaders have the resources and support needed to fulfill the networks overall mission. The network central office will remove barriers from schools and among other services, provide leadership development and academic guidance to school leaders.
IV. Ensure Accountability At All Levels.
Equitas Academy believes that by implementing their strategic plan all schools and the network will be successful in meeting their mission. Holding staff accountable, proper governance and a strong performance management system will ensure that students are obtaining a high quality education and become self-motivated, competent and lifelong learners. Strong test scores, long student wait lists, high teacher retention, and positive parent surveys will continue to demonstrate the strength of The Equitas Academies. Over the next five years with the instructional and operational support of a growing network central office, the proposed elementary school will become stronger in its student achievement results.

Educational Program
Equitas Academy #3 Charter School ("Equitas Academy or Equitas") provides an environment that maximizes the opportunity for academic and life success for every student. The Equitas Academy model upholds a rigorous academic program and serves the specific academic and developmental needs of students in grades TK-4.

*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 Academy is a place to provide our students an equitable learning experience encouraging their development into persons capable of and determined to make meaningful contributions to society, and thereby fulfilling the educational goals to become self-motivated, competent and lifelong learners. *Ed. Code § 47605 (b)(5)(A).*

As detailed fully in this petition, Equitas Academy has five core beliefs to fulfill our mission, based on best practices and research:

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

The proven success of our model is helping to demonstrate that all children, including those who are English Learners, socio-economically disadvantaged, Hispanic/Latino, special needs and who come from families where the adults have not completed high school can succeed in meeting our high expectations for success.

I. **Targeted Student Population**

   A. **Projected Enrollment**

Our enrollment plan for the next five years is detailed in the following chart. We will implement a 25:1 student/teacher ratio and thus will have 4 teachers in our first year of operation.
B. SURROUNDING COMMUNITY: PICO UNION

Our target neighborhood is Pico Union/MacArthur Park (zip codes 90015, 90006 and 90057), illustrated in the map below – with the adjacent boundaries of West Pico, one block west of Union, within a mile of the flagship school. The Pico Union1 community derives its name from the intersection of Pico Boulevard and Union Avenue, west of downtown Los Angeles, thus our new school facility is literally in the heart of this neighborhood.

Surrounding Community Map

1 Pico Union, a sub area of Los Angeles includes the following boundaries: Olympic Boulevard to the north, Hoover Street to the west, the Santa Monica freeway to the south, and the Harbor freeway to east.
Pico Union is a very densely populated neighborhood: zip code 90015 has almost 19,000 people in just 1.7 square miles, zip code 90006 has more than 59,000 people in 1.9 square miles, and 90057 has approximately 45,000 people in less than one square mile. (factfinder.census.gov 2010 census). On average, Los Angeles has almost 7,000 people per square mile; these three zip codes average 27,333 per square mile (statewide, the ratio is just 282.5 people per square mile in all of California; nationally it is just 88 people). (Ibid.) According to the Los Angeles times, the area highlighted in the map above includes three of the four most densely populated neighborhoods in all of Los Angeles\(^2\).

Not surprisingly, poverty levels in the community are significant: according to the 2010 census, between 42% and 50.4% of families with children under 18 lived below the federal poverty line in the preceding 12 months. For a family of four, the 2013 federal poverty guideline is just $23,550; as illustrated below, significant numbers of families make well below $15,000 or less each year:

<table>
<thead>
<tr>
<th>Income Comparison</th>
<th>90006</th>
<th>90057</th>
<th>90015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>59185</td>
<td>44998</td>
<td>18986</td>
</tr>
<tr>
<td># Households</td>
<td>18107</td>
<td>15545</td>
<td>6764</td>
</tr>
<tr>
<td>Income Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; $15,000</td>
<td>20.5%</td>
<td>22.1%</td>
<td>12.9%</td>
</tr>
<tr>
<td>$15,001 - $24,999</td>
<td>20.3%</td>
<td>23.1%</td>
<td>9.1%</td>
</tr>
<tr>
<td>$25,000 - $49,999</td>
<td>34.8%</td>
<td>34.1%</td>
<td>16.7%</td>
</tr>
<tr>
<td>$50,000 – $99,999</td>
<td>20.2%</td>
<td>17.2%</td>
<td>5.7%</td>
</tr>
<tr>
<td>$100,000+</td>
<td>4.1%</td>
<td>3.4%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

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

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

Lack of employment, high population, and low educational attainment contribute to the high-crime rate and proliferation of gangs in Pico Union. In a six month period between February and August 2013, according to the Los Angeles Times there were 135 reported violent crimes.

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4 High crime statistics reported by Rampart, the local police department and through [http://lalife.com/Pico-Union_Historic_District](http://lalife.com/Pico-Union_Historic_District), which states Pico Union crime statistics are 50% higher than the Los Angeles County average.
(the 38th highest frequency out of 209 neighborhoods tracked by the paper) and 324 property crimes; the adjacent Westlake area (in zip code 90057) was ranked 33rd that same time period with 410 violent crimes and 909 property crimes. (http://maps.latimes.com/neighborhoods/neighborhood/pico-union/crime/) In other words, our students and their families face significant risks and stresses outside of school.

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

C. DEMOGRAPHIC DATA OF COMPARISON PUBLIC SCHOOLS

The Pico Union academic achievement data for eleven public schools (nine district and two charter schools) is detailed in the following table. Seven of the nine local traditional elementary schools are in Program Improvement status; four received the lowest state rank of 1-3 (two primary centers also serve the community and do not have API data since they do not serve 2nd grade or higher).

Two of the elementary schools in the community serve more than 1,000 students each; another five schools enroll between 700 and 800 students. On average, 74% of the students are eligible for the Federal Free and Reduced Lunch program.

The District has responded to the needs of Pico Union residents by increasing the number of schools, creating primary centers and smaller high schools, but the community remains underserved and needs more schools to address the overcrowding.
### SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2012</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Latino/Hispanic</th>
<th>% Black</th>
<th>% Asian</th>
<th>2013 Growth API</th>
<th>2012 API Statewide Rank</th>
<th>2012 API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Street Elementary (1-5)</td>
<td>796</td>
<td>84%</td>
<td>13%</td>
<td>55%</td>
<td>98%</td>
<td>1%</td>
<td>0%</td>
<td>795</td>
<td>3</td>
<td>6</td>
<td>Yes</td>
<td>No (13/17)</td>
</tr>
<tr>
<td>Hobart Boulevard Elementary (K-5)</td>
<td>761</td>
<td>100%</td>
<td>15%</td>
<td>51%</td>
<td>83%</td>
<td>2%</td>
<td>15%</td>
<td>808</td>
<td>6</td>
<td>9</td>
<td>Yes</td>
<td>No (13/21)</td>
</tr>
<tr>
<td>Los Angeles Elementary (K-5)</td>
<td>793</td>
<td>85%</td>
<td>12%</td>
<td>45%</td>
<td>94%</td>
<td>4%</td>
<td>1%</td>
<td>787</td>
<td>4</td>
<td>7</td>
<td>No</td>
<td>No (13/17)</td>
</tr>
<tr>
<td>Mac Arthur Park Elementary (K-5)</td>
<td>477</td>
<td>81%</td>
<td>4%</td>
<td>53%</td>
<td>95%</td>
<td>2%</td>
<td>1%</td>
<td>725</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>No (8/17)</td>
</tr>
<tr>
<td>Magnolia Elementary (K-6)</td>
<td>1,094</td>
<td>62%</td>
<td>13%</td>
<td>53%</td>
<td>99%</td>
<td>1%</td>
<td>0%</td>
<td>770</td>
<td>1</td>
<td>2</td>
<td>Yes</td>
<td>No (19/20)</td>
</tr>
<tr>
<td>Politi Elementary (K-5)</td>
<td>713</td>
<td>55%</td>
<td>9%</td>
<td>42%</td>
<td>96%</td>
<td>1%</td>
<td>2%</td>
<td>747</td>
<td>2</td>
<td>4</td>
<td>No</td>
<td>No (8/17)</td>
</tr>
<tr>
<td>San Pedro Street Elementary (K-5)</td>
<td>709</td>
<td>100%</td>
<td>11%</td>
<td>54%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>809</td>
<td>5</td>
<td>10</td>
<td>Yes</td>
<td>No (10/17)</td>
</tr>
<tr>
<td>Union Avenue Elementary (K-5)</td>
<td>1,074</td>
<td>61%</td>
<td>13%</td>
<td>42%</td>
<td>95%</td>
<td>1%</td>
<td>3%</td>
<td>762</td>
<td>3</td>
<td>5</td>
<td>No</td>
<td>No (9/17)</td>
</tr>
<tr>
<td>White Elementary (1-5)</td>
<td>341</td>
<td>77%</td>
<td>9%</td>
<td>55%</td>
<td>91%</td>
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<td>Camino Nuevo Charter Academy (K-8)</td>
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*Data unavailable.

Source: cde.ca.gov/Dataquest (2013 API reports).
Equitas Academy’s design provides a small school environment with individual attention, strong relationships between staff and students, and close communication between school and home. Providing families with the choice to enroll their child(ren) in Equitas Academy allows families opportunities to involve themselves in the educational success of their child(ren), the ability to access a strong academic program, and aids in being part of the solution to increase educational attainment and opportunities in Pico Union.

II. MISSION, VISION AND EDUCATIONAL PHILOSOPHY

A. MISSION AND VISION

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

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

For the vision of Equitas Academy 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.

B. EDUCATIONAL PHILOSOPHY

Beginning with kindergarten (including TK), Equitas Academy capitalizes on the concept that “college prep begins in kindergarten.” Serving a population that is not traditionally college-bound, and too often does not have the core foundation to successfully complete middle and secondary education and go on to pursue higher education, college preparation begins with the youngest of students, and is infused into every aspect of school life. The curriculum focuses on the core skills and content area knowledge that students need to excel in middle school and college preparatory high schools on their road to competitive colleges and universities. Students are immersed in literacy, the gateway for all future learning, and in a school language and culture that reveres and celebrates academic achievement. Students are explicitly taught the importance of attending and graduating from college. Every classroom features college and university signage and decorations. Students are addressed individually as scholars and collectively as the year that they will graduate from college (kindergarteners that start in school in the fall of 2009 will be called “The Class of 2026”). Additionally, every year, beginning in kindergarten, students visit colleges and universities, tour the campuses, and sit in on classes. By exposing students to the skills and knowledge they need to succeed in college and simultaneously stressing that every Equitas Academy scholar can and will attend and graduate
from college, we help to dramatically improve the educational outcomes for the students of Pico Union.

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

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

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

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

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

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.

1. **An "Educated Person" in the 21st Century**

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

Equitas Academy strives to ensure students who matriculate from fourth grade are prepared for the challenges of college preparatory middle and high schools, to provide students access to college and choice in life-sustaining employment as they move into the 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.” 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, 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 Collins 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 Academy ensure all students are educated for the demands and opportunities of the new century.

2. How Learning Best Occurs

To meet our students’ needs in mastering the California content standards (including the new Common Core and Next Generation Science Standards), our model integrates the foundational theories of directed learning (objectivist) and cognitive learning. In directed instruction, behavioral theories concentrate on immediately observable changes in performance (e.g., tests) as indicators of learning. There is a focus on memory, how a student receives and stores memories and builds on previously learned material. Robert Gagne contributes to this area with his systematic approach to instructional design and training with the nine steps of instruction: (1) gain attention, (2) inform learner of objective, (3) stimulate recall of prior knowledge, (4) present the material, (5) provide guidance for learning, (6) elicit performance, (7) provide feedback, (8) assess performance, and (9) enhance retention and transfer. Directed methods have influenced our thinking in selecting and designing teaching methods, curriculum, and behavior.

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modification techniques as well as how we assess and define learning. Directed instructional models focus on teaching sequence of skills beginning with lower level skills in order to build to higher level skills as well as clearly stating skill objectives with assessments to match.

In conjunction with the work of behavioral theorists, we utilize cognitive learning theories such as Vygotsky's social development theory and Bandura's social learning theory. Social development and learning theory involves attention, memory and motivation, and therefore can be viewed as a bridge between behaviorist and cognitive learning theories. In Mind and Society,¹⁰ Vygotsky asserts that social interaction plays a fundamental role in the process of cognitive development. He writes how speech and writing is used to mediate our social environments. Initially, children use these tools solely for social functions, but through the internalization of speech and writing, children are led to higher thinking skills. Vgotsky 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. Vgotsky 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 Vgotsky’s work on ZPD. Bandura asserts that people learn from one another through observation, imitation, and modeling. Social learning theory explains human behavior in terms of interaction between cognitive, behavioral and environmental influences. There are four conditions necessary for effective modeling: attention, retention, reproduction, and motivation. Bandura asserts that behavior and environment have a reciprocal relationship and affect each other.

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

In addition to these educational theorists, our instructional model also is based on work such as No Excuses: Lessons from 21 High-Performing, High Poverty Schools, in which Carter asserts that “rigorous and regular testing leads to continuous student achievement.”¹¹ Carter describes testing as a diagnostic tool used to enforce the school’s goals of academic achievement. Similarly, No Excuses: Closing the Racial Gap in Learning details superb educational

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experiences\textsuperscript{12} with common systems of are strong academics with student supports such as a longer school day and school year. Finally, Equitas Academy draws inspiration from Jim Collins acclaimed book, \textit{Good to Great},\textsuperscript{13} in which he writes, “Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.” At Equitas Academy, we are working toward greatness for each student and for the school as an organization through the discipline of mission focus.

III. \textbf{INSTRUCTIONAL TIME AT EQUITAS ACADEMY}

\textbf{A. ACADEMIC CALENDAR AND SCHEDULES}

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

\textbf{B. A TYPICAL DAY AT EQUITAS ACADEMY}\textsuperscript{14}

A school visitor to Equitas Academy would have the benefit of following a typical student. Malena is a six-year old student who walks to school with her mother, wearing her favorite navy blue jumper uniform. She arrives at the school door at 7:25am she says goodbye to her mother. She walks confidently up to the school’s Director of Curriculum (or school leader)\textsuperscript{15}, makes eye contact and firmly shakes her hand, proudly saying, “Good morning, Mrs. Din.” Mrs. Din greets Malena by firmly shaking her hand. Mrs. Din asks Malena if she is ready to learn. Malena answers by telling Mrs. Din about her math learning goals for the day. Malena turns around, enters the building and heads to her classroom as she eats breakfast in the classroom and where she greets her teacher Ms. Garcia with a handshake and is in turn welcomed with a warm, ”Good morning, scholar.” As Malena walks to her desk she begins to hum with the music playing, \textit{Here Comes the Sun}, by the Beatles. She sits and gets herself situated by taking out her \textit{Bright Work} folder and turns in her homework. As Ms. Garcia passes out breakfast, Malena completes her addition facts sheet because she is working toward completing a hundred math facts in one minute.

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

At 8am, morning meeting begins. The teacher has the students sing Malena’s favorite morning chant:

\begin{quote}
\textbf{Read, Baby, Read}

(Stomps and Claps – 4X)

You’ve got to Read, Baby, Read

(Say What?)

You’ve got to Read, Baby, Read.
\end{quote}


\textsuperscript{14} All names are fictitious.

\textsuperscript{15} All 450 students shake a school leaders’ hand each morning before entering the school.
The more I read, the more I know.
The more I know, the smarter I grow.
The smarter I grow, the stronger my voice,
When making my mind or making my choice.
Because knowledge is POWER and POWER is freedom and I want it!
You've got to Read, Baby, Read (2 X)
You've got to Read!

-- Harriett J. Ball

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

After concluding their discussion of Amos and Boris, students line up for literacy groups. While students line up, Ms. Garcia turns on music, which gives Malena a chance to dance and move her body while she gets in line. Malena goes to her literacy group in Mr. Marcos’ classroom, where she enjoys seeing her friends from the other kindergarten classrooms that are in her reading group.

For Malena’s first 40-minute literacy group, she sits in a semi-circle with six chairs in each row. The teacher, Mr. Marcos begins the instruction by teaching the Reading Mastery: Direct Instruction group. Malena is watching Mr. Marcos point to a letter and she is repeating the sound the letter makes. She then blends the sounds together to read a word. Malena takes out her clip board from under her chair and completes her workbook pages. The reading group ends with a transition chant.

Direct Instruction Group Transition
(To the tune of Semisonic’s “Closing Time”)
Reading Time,
Time to get knowledge,
And to be the best scholar I can.

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

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

After the snack break, Malena moves into her third and fourth 40-minute literacy groups. She completes her time on the computers, with literacy activities and she smiles each time she gets an answer right. She then moves into her fourth and last literacy group—writing. Malena is an accomplished writer and enjoys publishing her work. The writing block begins with Ms. Gerz
modeling the writing topic for the day and Malena brainstorming what she is going to write. Malena enjoys bringing home her published writing to her family which motivates her to get started on the topic for the day, describing her best friend.

After the four literacy groups, Malena goes to Math Meeting with her regular teacher, Ms. Garcia, where she is the class leader for the day. She reports on the weather, helps count how many days she has been in school, counts by twos and fives, and writes the date on the classroom calendar. Malena helps the class solve the daily algorithm. Malena enjoys leading the math meeting block and is working hard in her math class.

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

After lunch and physical education, Malena moves on to social studies, music and more math. In social studies, the class is working on the California social studies content standard: students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty. Malena is excited she has learned the CA state symbols and is eager to share her knowledge with her family at the end of the day. In music class, Malena is happy to see Ms. Julia, the music teacher. They are working on learning new songs using their core values. Today, they are learning the justice song. The day ends with math and Malena is focused on meeting her goal of completing 100 math addition facts in one minute.

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

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

C. SAMPLE DAILY SCHEDULE

To further describe the program at Equitas Academy, sample school day schedules are provided. School opens at 7:30 a.m. with breakfast with dismissal at 3:30 p.m.

<table>
<thead>
<tr>
<th>Regular Schedule</th>
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<th>Time (minutes)</th>
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<tr>
<td>Breakfast &amp; Bright Work</td>
<td>7:30 AM</td>
<td>8:00 AM</td>
<td>30</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>8:00 AM</td>
<td>8:20 AM</td>
<td>20</td>
</tr>
<tr>
<td>Literacy Block 1 &amp; ELD (two times a week)</td>
<td>8:20 AM</td>
<td>9:00 AM</td>
<td>40</td>
</tr>
<tr>
<td>Literacy Block 2</td>
<td>9:00 AM</td>
<td>9:40 AM</td>
<td>40</td>
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<tr>
<td>Break</td>
<td>9:40 AM</td>
<td>10:00 AM</td>
<td>20</td>
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<tr>
<td>Literacy Block 3</td>
<td>10:00 AM</td>
<td>10:40 AM</td>
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</table>
For, English Language instruction includes three hours or 160 instructional minutes daily. The Core Teaching includes 40 minutes of alternating Social Studies and Science instruction. In addition, students attend a 40-minute Enrichment class taught by an enrichment teacher, which includes alternating classes of movement, yoga, art, foreign language, drama, and/or music.

One day a week, the schedule is shortened for teacher professional development. The shortened schedule, which releases students at 1:45 pm, is provided below.

<table>
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<tr>
<th>Shortened Schedule</th>
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<tr>
<td>Breakfast &amp; Bright Work</td>
<td>7:30 AM</td>
<td>8:00 AM</td>
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<tr>
<td>Community Circle</td>
<td>8:00 AM</td>
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<td>Literacy Block 1</td>
<td>8:20 AM</td>
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<tr>
<td>Literacy Block 2</td>
<td>9:00 AM</td>
<td>9:40 AM</td>
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<tr>
<td>Break</td>
<td>9:40 AM</td>
<td>10:00 AM</td>
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<tr>
<td>Literacy Block 3</td>
<td>10:00 AM</td>
<td>10:40 AM</td>
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<tr>
<td>Literacy Block 4</td>
<td>10:40 AM</td>
<td>11:20 AM</td>
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</tr>
<tr>
<td>Math I</td>
<td>11:20 AM</td>
<td>12:00 PM</td>
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<tr>
<td>Lunch &amp; PE</td>
<td>12:00 PM</td>
<td>12:40 PM</td>
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<tr>
<td>Math II</td>
<td>12:40 PM</td>
<td>1:20 PM</td>
<td>40</td>
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<tr>
<td>RTI/Choice/Tutoring</td>
<td>1:20 PM</td>
<td>1:45 PM</td>
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D. SCHOOL ANNUAL CALENDAR

The Equitas Academy school year includes 180 days of instruction and runs from the first day after Labor Day to mid-June. The school day begins at 7:30 a.m. and ends at 3:30 p.m. (with optional after school until 6:00 p.m.). To begin planning for the year, teachers participate in intensive professional development for four weeks prior to school opening each year, along with additional pupil-free PD days throughout the school year. Our year is divided into three trimesters; report cards are sent out at the conclusion of each trimester, to ensure effective communication.
### July '14

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### September '14

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1. **Labor Day**
2. **First Day of School**

# of instructional days: 21

### October '14

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11. **Veterans Day**
14. **End of Trimester 1 (52 days)**
17. **No School/PD Day**
27-28 **Thanksgiving Break**

# of instructional days: 16

### December '14

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5. **No School/Parent Conferences**
22-31 **Winter Break**

# of instructional days: 14

### January '15

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1-2 **Winter Break**
5 **No School/PD Day**
19 **MLK Day**

# of instructional days: 18

### February '15

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7. **No School/PD Day**
16. **President’s Day**
27. **End of Trimester 2 (57 days)**

# of instructional days: 18

### March '15

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13. **No School/Parent Conferences**

# of instructional days: 21

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6-10 **Spring Break**
20. **No School/PD Day**

# of instructional days: 16

### May '15

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25. **Memorial Day**

# of instructional days: 20

### June '15

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20. **End of Trimester 3 (71 days)**
20. **Last Day of School**

# of instructional days: 14

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Equitas Academy #3 Charter School
New Charter Petition December 2013
E. **Equitas Greatly Exceeds the Minimum Instructional Minutes**

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

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<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minim Days</th>
<th>Number of Instr. Minutes Per Minim Day</th>
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<th>Minutes Req'd Per State Law</th>
<th>Total Number of Instr. Minutes</th>
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IV. **Framework for Instructional Design and Curriculum**

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

A. **Framework for Instructional Design**

In addition to using best practices from successful public schools and a strong research base, our school goals are informed by the No Child Left Behind Act of 2001 and its focus of accountability, standard-based curriculum, and high expectations with measurable goals. Specifically:

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

Equitas Academy has developed and maintained a school culture that is achievement-oriented and is built on strong and universal values. The school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest\(^\text{16}\) are explicitly taught and assist students rise to the high academic and behavioral expectations we hold for them. Teachers actively model and teach the values of the school throughout the day of instruction as well as during the weekly community circle.

**Academic Expectations**

A critical component of our success is that teachers communicate to students that they can learn to be smart; effort is continuously celebrated and rewarded in the classroom. A vast majority of characteristics that we have so often ascribed to “intelligence” are skills that can be taught and learned.\(^\text{17}\) Each and every adult at Equitas Academy believes that all students are college-bound by holding students to high academic expectations at every grade level.

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

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

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

**Behavioral Expectations**

We seek to create confident, self-assured learners. We believe that confidence and self-assurance comes from our delivery of a structured learning environment that engages students in learning. Equitas Academy has high standards for student conduct and communicates those with clarity and consistency. We believe that every child wants to behave well, and will rise up to the expectations of the primary adults in their lives. We have established a positive, caring


atmosphere where students feel safe and successful while being held to high standards of behavior at all times. A strong school culture is the foundation of student discipline, utilizing student engagement strategies. Behavioral expectations are consistent from classroom to classroom.

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

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

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

Character education is explicit at Equitas Academy with morning meeting each day and the school wide celebration of community meeting. Teachers create their own curriculum under the supervision and support of our Dean of Student and Family Life. The goal of this curriculum is to have students internalize and utilize the school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest.¹⁸

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

We know that in order for any school to be successful, effective leadership must be present. Equitas Academy launched with strong leadership capacity from day one, including an experienced Executive Director, Director of Curriculum and Instruction, and School Operations Manager. 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.¹⁹

Our [Executive Director], reporting to the Board of Directors, is responsible for leadership and

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¹⁹
management of all aspects of the school’s strategic development and operations, execution of the mission and all external and non-academic functions, including Board relations, regulatory reporting, financial operations, and fundraising. Successful managerial experience and proven practice with our student population is integral to this position.

The **Director of Curriculum and Instruction** reports to and works closely with the Executive Director as he/she focuses on daily issues of teaching and learning. Having a Director of Curriculum and Instruction (DCI) solely devoted to improving instruction and supporting teachers and students allows us to remain focused on academic outcomes. This leadership structure also allows the DCI to conduct daily classroom observations to keep our focus on improving teaching and student learning.

The **School Operations Manager** assists with all operational matters at the school site, is responsible for operations and reporting, and to ensure the school is operating smoothly.

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

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

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

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

Our academic program is centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social studies and science, all based on the California content standards including the Common Core and new Next Gen Science Standards. Students benefit from longer literacy and math instruction in the primary years. Specific attention and longer instruction in literacy ensures students have early literacy success that supports them to higher levels of achievement. The overall literacy program is based on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing.

**College Readiness and Awareness**

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

**Extended Day and Year**

A critical teaching methodology at Equitas Academy is to provide teachers more time to teach and support students, and to provide more time for students to learn and advance. More access to effective instructional time increases learning. As noted above, students attend Equitas Academy for an extended school day and year. School opens at 7:30 am and dismissal is at
3:30 pm for all grade levels. The school year extends to 180 days. Catherine Dodd\textsuperscript{20} examines several studies that explore the question of whether extending learning time for students in need of support can bridge the academic gap. In one study, extending the school day for kindergartners using the same curriculum as its half-day counterparts made a significant difference in the achievement levels of the full-day participants.\textsuperscript{21}

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

\textit{Culturally-Relevant Learning Environment}

Our culturally-relevant learning environment honors our diverse representation of students as an asset to the school community. Because of the large Latino population, all home communications are accessible in English and Spanish. This helps to instill in our students that their bilingual capacities are attributes and gifts, as well as assets. We recognize our students have multiple identities whether as immigrants, Americans, and/or Angelinos, and we organize the learning environment to meet these needs and honor these identities.

4. \textit{We provide clear and consistent standards, research-proven curriculum, and frequent assessments.}

Clear standards ensure learning is focused on the specific skills and content knowledge that students need to master in a logical and sequential manner and allow for effective planning of instruction and assessments. All school curricula is fully aligned with California Content Standards, which “are designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level,”\textsuperscript{22} as well as the Common Core State Standards and, going forward as they are implemented, the newly approved Next Generation Science Standards. The Director of Curriculum and Instruction guides and supports all classroom teachers as they organize and plan all daily lessons using these standards, with reliance on the CDE’s Curriculum Frameworks for each subject. All assessments and instruction are designed for mastery of the standards.

\textit{Uniform Instructional System}

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

\textsuperscript{20}Dodd, C. (Sept-Oct 2002) \textit{Extended-day programs: time to learn: extending learning time for students in need of support can bridge the academic gap by providing students with the time they require to master subject content. Leadership.} \url{http://findarticles.com/p/articles/mi_m0HUL/is_1_32/ai_94872301/pg_1}


\textsuperscript{22}California Department of Education Content Standards can be accessed at \url{http://www.cde.ca.gov/be/st/ss/}. 
Teachers also implement the use of a Unified Blackboard System\(^{23}\) (UBS) with elements that include: 1) Do Now, or lesson starter, 2) Aim or learning standard, 3) Agenda or steps for the lesson, 4) and Homework. Each teacher begins instruction with a Do Now, a five minute quiet activity to get students engaged in the lesson. On the board, the teacher writes the Aim or learning standard and agenda for the day. The homework assignment is also posted so students know and are able to write down their daily homework assignment.

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

**Research-Proven Curriculum**

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

**Frequent Assessments**

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

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

5. **We are a mission-driven school community.**

We 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

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\(^{23}\) USB is a successfully instructional practice used by high performing charter schools such as Excel Academy, Boston, Roxbury Preparatory, and Edward Brooke in Boston, MA, and described by Dr. Lorraine Monroe in her book, *Nothing’s Impossible: Leadership Lessons from the Inside and Outside the Classroom*. 1997. Random House, NY. Teachers learn how to implement USB system during the four weeks of summer professional development and as needed during the school year.
intelligence and zest. The Board of Directors brings expertise, time, and commitment to excellence in governing the school and achievement of its mission. School leaders are primarily responsible for implementing the school’s mission. School leaders support the work of teachers to ensure the staff is able to successfully deliver the rigorous academic program, monitor, and adjust the program to meet the individual needs of the students. Teachers are hired because of their unwavering belief that students can learn and achieve at high levels and their demonstrated capacity that they can deliver on this belief. Teachers are committed to the planning and delivery of standards-based lessons daily, as well as providing daily, individualized academic support as needed. Beyond school leaders and staff, we also ensure that the following stakeholders are continuously engaged in realizing our school mission:

**Parents/Families**

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

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

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. Both the Director of Curriculum and Instruction and Dean of Student and Family Life facilitate these gatherings in English and Spanish.

**Students**

With supports, students embrace the strong school community environment and demonstrate the school mission through their academic performance, internalization of the school’s core values and involvement in the community. Our students manifest the academic, behavioral and leadership goals of the school. From the first day of school, students set academic and personal goals. Teachers communicate with students on a daily, weekly, and on a trimester basis regarding their personal goals. In addition, parent-teacher-student conferences are held twice annually to ensure that teachers, students and parents are communicating about the student’s progress and any concerns that may arise. This helps to motivate students and encourages them to take ownership over their own learning and progress as they both set their own goals and then engage in meaningful discussions about their progress.
We plan to follow our students after matriculation by developing an alumni network, exemplifying our college-driven focus. Over time, alumni will be given opportunities to return to Equitas Academy to tutor students, participate in high school and college chats and mentor members of the current student body.

**Community**

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

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

**B. Scope and Sequence of Curriculum**

The curriculum for Equitas Academy is based on the California State Standards including the Common Core Standards (and will include the newly approved Next Generation Science Standards as those are implemented), the scope and sequence used by the CA state adopted textbooks, (which Equitas Academy has implemented) and the California Curriculum Frameworks.

1. **English Language Arts**

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

   The language arts program at Equitas Academy is aligned fully with the new Common Core standards. While our pedagogical approach is student-centered and we individualize instruction as much as possible, our general scope and sequence follows that of the Common Core State Standards Initiative. The Common Core’s “College and Career Readiness Anchor Standards” dictate the broad goals for what all students should be able to do prior to graduating high school in order to be ready for higher education and a range of career options, while the K-5 standards inform the more grade-specific expectations. Our language arts curriculum utilizes state adopted textbooks, teacher-created curriculum and a variety of supplementary resources to enhance student learning including leveled libraries and guided reading (based on Fountas and Pinnell’s Guided Reading), daily test preparation, grammar, mechanics, and usage, Step Up to Writing and Thinking Maps. Teachers also use trade books, primary historical documents, and non-fiction texts, i.e. *Time Magazine for Kids* and *The Los Angeles Times*).

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In particular, we introduce in TK/Kindergarten the basics of reading, exposing students to a range of literature (stories, drama, and poetry) and informational texts (historical, scientific, and technical texts, and literary nonfiction). Students learn to ask and answer questions about key details in a text with prompting and support. They also learn to retell familiar stories, demonstrating their ability to identify characters, settings, and major events. They begin to understand the mechanics of reading as well, learning to follow words from left to right and recognize uppercase and lowercase letters along with the corresponding sounds. In terms of writing, kindergarten students combine drawing, dictating, and writing to express ideas and narrate events. They begin to show a command of the English language regarding grammar and usage when writing and speaking. They hone their speaking skills by participating in collaborative discussions with different partners about the texts or key topics covered in class.

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

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

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

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<tr>
<th>Literacy Blocks Components</th>
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<tr>
<td><strong>Literacy Blocks</strong></td>
</tr>
<tr>
<td>Block 1—Guided Reading &amp; English Language Development</td>
</tr>
<tr>
<td>Block 2—Direct Instruction</td>
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<tr>
<td>Block 3—Writing Program</td>
</tr>
<tr>
<td>Block 4—Reading Comprehension</td>
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<tr>
<td>Daily Read Alouds &amp; Independent Reading Time (IRT)</td>
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<td><strong>Component</strong></td>
</tr>
<tr>
<td>Reading comprehension, modeling reading instruction, and developing vocabulary</td>
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<tr>
<td>Reinforce phonemic awareness, phonics, vocabulary, decoding skill mastery, and writing</td>
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<tr>
<td>Language mechanics, organization, genre study, grammar</td>
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<tr>
<td>Reading Comprehension strategies</td>
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<td>Fluency, vocabulary, reading comprehension</td>
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25 High achieving charter schools that utilize these curriculums include Achievement First, Elm City College Preparatory, Crown Heights Charter School, Amistad Elementary, and North Star Elementary.
26 Reading Mastery, a reading instruction programs published by The McGraw-Hill Company, SRA designed to produce fluent, independent, and highly skilled readers. Curriculum is utilized by thousands of schools. More information can be found at https://www.sraonline.com.
Team teaching in literacy is utilized to lower the student/teacher instruction ratio and provide for shared teaching experience. Because teachers share instruction for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all teachers work together to meet the needs of every student. All grade level teachers plan together and deliver the same lesson plans. We divide the students into smaller groups based on flexible-ability reading groups which rotate among the teachers. This enables our teachers to focus their efforts on a specific skill set or strategy with small groups, and enables students to receive targeted instruction based on their needs. This is particularly critical as we help our significant English Learner population become English-proficient.

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

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

**Read Alouds:** As detailed in the seminal report, *Becoming a Nation of Readers*, written by a nationally recognized group of experts on the study of how children develop and learn language, “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.”

This is true not just of the earliest grades, but throughout all levels of our school: “The commission found conclusive evidence to support reading aloud not only in the home but also in the classroom: It is a practice that should continue throughout the grades.” (p. 51.)

Based on this research, Equitas Academy builds read alouds into the literacy blocks and infused within curricula areas like Science, Social Studies, and Character Education. All Read Alouds are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. Students are encouraged to read aloud and be read to daily by parents/teachers to increase their decoding ability and fluency rate. Fluency is the rate and accuracy with which students are able to read. Read alouds, direct reading instruction, and independent reading all work to increase student fluency. We test all students’ fluency on a weekly basis to ensure students are progressing.

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


• Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent.

• By the fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year of outside-of-school reading (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words of school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000.

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

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

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

30 Reading comprehension strategies are informed through Mosaics of Thought written by Susan Zimmermann and Ellin Oliver Keene, who outline eight cognitive processes identified in comprehension research and used by successful readers.
play each year. Teachers teach Shakespeare during one literacy block and after students have analyzed and comprehended the text, participate in producing a play during enrichment time.

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

**Writing:** We offer a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The curriculum has a heavy focus on sentence structure, basic grammar, and paragraph formation. We use the Step Up To Writing curriculum. Students complete daily oral language activities that support the development of grammar skills. Teachers use a variety of grammar materials in daily mini-lessons. Students also learn step-by-step how to develop excellent sentence structures, paragraphs, and essays. Extensive prewriting, drafting, revising, and editing take place on all pieces of writing. Equitas Academy students are able to produce top-quality narratives, expository and persuasive essays, research papers, and literary analysis essays. A strong foundation in phonics ensures students are fluent readers able to analyze text using explicit comprehension strategies. Our Common Core-aligned writing program prepares students to think critically and communicate clearly with regards to their ideas, both a fundamental skill for life and success in higher education.

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

**English Language Development for English Learners:** We meet the needs of our significant English Learner population via specific supports and strategies across the curriculum and instructional day designed to foster their English Language proficiency. Two literacy blocks each week are specifically dedicated to ELD for all English Learners, grouped by ability/proficiency level, e.g., ELD levels 1 and 2 are in the same group, Level 3 and 4 students are in the same group, and Level 5 and English proficient students (EOs) are grouped together. This targeted ELD instruction for 80 minutes each week enables targeted English Language instruction in the context of grade-level literacy development.

2. **Mathematics**

Similar to our ELA program, our math program is entirely aligned with the new Common Core standards, and includes a multi-disciplinary approach to ensure we connect mathematics instruction to science learning. From TK/Kindergarten through third grade, Equitas Academy students have a daily mathematics course that focuses on computation and a second math session daily that focuses on application and other critical math skills (calendar, money, number
In TK/kindergarten we introduce counting skills and the concepts of addition and subtraction. To create a basic foundation for place values, we expand students’ number knowledge to include 11-19. Our teachers help students grasp a basic understanding of measurement by comparing “measurable characteristics.” They also introduce problem-solving skills and other mathematical practices in age-appropriate ways.

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

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

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

Math lessons follow a structured lesson plan designed for maximum success. The beginning of class includes a review of all homework assignments will include cumulative review. There are also daily sections for basic facts review and problem solving. Concepts are introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes. Math classes also make use of the rap, rhythm, and rhyme techniques pioneered by
Harriett Ball\(^{31}\) and as used successfully by many of the highest performing public schools serving urban students.

3. **Social Studies**

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

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

4. **Science**

Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. The science program is designed to address all the California Science standards, which were recently modified to align with the Next Generation Science Standards (www.nextgenscience.org). We agree with current thought leaders in the science community that “learning about science and engineering involves integration of the knowledge of scientific explanations (i.e., content knowledge) and the practices needed to engage scientific inquiry and engineering design.”\(^{32}\)

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

For each subsequent grade, our teachers employ scaffolding techniques to build students’ science knowledge and to foster their sense of curiosity about the physical world they live in and the energy forces they observe. At culmination of our program, students’ understanding about energy flow, a topic first introduced in kindergarten, deepens to the point that they realize that energy from food was once energy from the sun, which was captured through photosynthesis by plants. They appreciate the interdependence of ecosystems. Students comprehend gravity and

\(^{31}\) Harriet Ball has developed “multi-sensory teaching” techniques that simultaneously address audio, visual and tactile-kinesthetic (A-V-T/K) learners. More information on Harriet Ball can be found at http://www.harriettball.com.

the effect of the sun on earth given its proximity compared to other stars. Students learn that matter can be subdivided into particles and understand that chemical reactions can occur when different substances combine. As a highly valuable long-term skill, they learn the principles of engineering design and are able to identify problems and strategies to test for solutions.

Using both the hands-on FOSS science curriculum with the Harcourt Science textbook ensures students have access to an engaging and challenging curriculum. Science assessments, for example, include sections that focus on the key terms and ideas of a unit as well as a performance task component that requires students to synthesize and analyze data from laboratory experiments. Teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills.

5. Character Education/Ethics

The Equitas Academy curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in school, college and the world. This curriculum guides all students with the life skills necessary to create self-motivated, competent, and lifelong learners. Established curriculum such as Second Steps and Morning Meetings are used along with developmentally appropriate texts that highlight and teach our school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student. We believe that ethics are important in creating civic individuals. Ethics combined with perseverance help students to successfully confront the challenges they will face as they grow and mature and to avoid self-destructive behaviors and situations they may face as adolescents and young adults.

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

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

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

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

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

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

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

6. **Mission-Driven Enrichment Program**

For students to become competitive and college bound, they must be well rounded and have access to as many enrichment opportunities as possible. Therefore, we develop students' talents and interests in an enrichment curriculum that is an integral part of our daily educational program. Students in the early grades attend enrichment classes that include such areas as movement, yoga, foreign language, technology and drama, with a rotating curriculum each trimester. The enrichment curriculum is implemented by teachers devoted to enrichment as well as part-time instructors (if necessary) to implement the program.

**Physical Education:** Equitas Academy’s physical education curriculum reflects California State Standards and teaches students about a fit and healthy lifestyle. American children are

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becoming more and more obese and fitness levels are decreasing. All children at Equitas Academy have physical education classes each day with planned instruction to develop motor skills, and an understanding of common sports like baseball, basketball, soccer, and volleyball. The curriculum prepares students for the California FitnessGram Physical Education test, and also teaches students how to play different sports and games as well as reinforce messages about nutrition, teamwork, and fair play.

**Music:** The music program, based on the program developed by Rafe Esquith at nearby Hobart Elementary, begins in kindergarten with learning how to read music and play an instrument (instrument will depend on fundraising). Whether students play a recorder, guitar, or piano, students receive a strong foundation in music. Upper elementary students have an opportunity to participate in an orchestra during the after school period and on Saturdays. The orchestra program goals include students being able to play an instrument, tune their own instrument, and play music at a competitive level.

**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 will receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, and email. In the lower grades, students use computer-based learning programs to master foundational literacy skills. Primary students use the computer for literacy programs, research and fact-finding to complete assigned projects and homework. We plan for one computer for every three students utilizing computer carts with laptops and IPADs. With the switch to Smarter Balanced computer assessments, our focus on technology is important to the success of our students. Students will access technology on a daily basis. Technology instruction is integrated into the core curriculum and used for testing. We plan to have a computer cart for each grade level but plan to roll out a computer cart for every homeroom class in the next five years. We have also applied to Federal Erate programs to build our technology infrastructure to allow for more bandwidth and access points for wireless Internet. With the roll out of Common Core and Smarter Balanced testing, we have invested substantially in technology, training and infrastructure.

**C. STANDARDS-ALIGNED TEXTBOOKS AND CURRICULUM MATERIALS**

As noted above, teachers use standards-based, research-proven curricula adopted by the California Department of Education for all core academic subjects. We frequently assess and evaluate the effectiveness of our curriculum and the leadership team decides on modification as necessary.

The scope and sequence for kindergarten through fourth grade are based on the California content standards and lessons presented in textbooks to be used at Equitas Academy.
### Content Area Textbooks for Grades TK-4th

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>History Social Science</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/Kindergarten</td>
<td>Reading Mastery (SRA/McGraw Hill) Leveled Reading Library Step Up To Writing</td>
<td>CA Saxon Math (Saxon)</td>
<td>CA Vistas (MacMillan/ McGraw-Hill)</td>
<td>Full Option Science System FOSS (Delta Education) CA Science (Harcourt)</td>
</tr>
<tr>
<td>First</td>
<td>Reading Mastery (SRA/McGraw Hill) Leveled Reading Library Step Up To Writing</td>
<td>CA Saxon Math (Saxon)</td>
<td>CA Vistas (MacMillan/ McGraw-Hill)</td>
<td>Full Option Science System FOSS (Delta Education) CA Science (Harcourt)</td>
</tr>
<tr>
<td>Second</td>
<td>Reading Mastery (SRA/McGraw Hill) Leveled Reading Library Step Up To Writing</td>
<td>CA Saxon Math (Saxon)</td>
<td>CA Vistas (MacMillan/ McGraw-Hill)</td>
<td>Full Option Science System FOSS (Delta Education) CA Science (Harcourt)</td>
</tr>
<tr>
<td>Third</td>
<td>Reading Mastery (SRA/McGraw Hill) Leveled Reading Library Accelerated Reader (Renaissance Learning) Step Up to Writing</td>
<td>CA Saxon Math (Saxon)</td>
<td>CA Vistas (MacMillan/ McGraw-Hill)</td>
<td>Full Option Science System FOSS (Delta Education) CA Science (Harcourt)</td>
</tr>
<tr>
<td>Fourth</td>
<td>Reading Mastery (SRA/McGraw Hill) Leveled Reading Library Accelerated Reader (Renaissance Learning) Step Up to Writing</td>
<td>CA Saxon Math (Saxon)</td>
<td>CA Vistas (MacMillan/ McGraw-Hill)</td>
<td>Full Option Science System FOSS (Delta Education) CA Science (Harcourt)</td>
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</table>

### V. Evidence Base for Instructional Program with Targeted Population

The best evidence that our instructional program succeeds with the target population is our own test scores with our flagship school and achievements to date: an API of 894, sub-groups closing the achievement gap with proficiency levels equal to our overall school-wide proficiency rates, and high EL reclassification rates that all outperform our comparison neighborhood schools and District averages. The design for our instructional program originally was based on best practices studied at high-achieving charter schools that serve a similar population and hold a similar college preparatory mission. Our Founder and Executive Director, Malka Borrego, established Equitas Academy in 2009 as the culmination of her participation in the highly competitive Building Excellent Schools Fellowship, a national training program in which fellows complete a year of full-time training in order to design, start-up, and operate highly effective urban schools that deliver on the promise of strong educational outcomes for urban students. As part of the BES Fellowship, Ms. Borrego conducted site visits and in-depth study of some of the nation’s top performing urban charter schools including the Accelerated School, Camino Nuevo, Fenton Avenue, KIPP Academy of Opportunity, KIPP LA Preparatory Charter School and Synergy in Los Angeles, as well as schools in Boston, New York, New Haven and more. The
schools studied share a set of core characteristics that have also critically informed the educational program of the Equitas model:

<table>
<thead>
<tr>
<th>Shared Characteristics of High Performing Charter Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Firm belief that all students can learn and achieve at high levels.</td>
</tr>
<tr>
<td>• Clear, outcome-focused mission, understood by all, and evidenced throughout the school.</td>
</tr>
<tr>
<td>• Leader(s) highly visible ensuring all are focused on mission.</td>
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<tr>
<td>• Highly-structured learning environment and organization.</td>
</tr>
<tr>
<td>• Classroom practices promote continuity (and predictability) from one classroom to another.</td>
</tr>
</tbody>
</table>

VI. TEACHER RECRUITING AND PROFESSIONAL DEVELOPMENT

A. RECRUITING AND RETAINING HIGHLY QUALIFIED TEACHERS

In order to deliver on our rigorous academic program, Equitas Academy 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. All teachers are highly qualified as required by the No Child Left Behind Act. Equitas Academy strives to attract applications from exceptional teachers who reflect the background and experience of our students and have the subject mastery and teaching skill to achieve outstanding academic outcomes. Staff members are recruited through various communication channels, including education networking websites (CCSA, CSDC, Teach for America, EdJoin, idealist.org, LinkedIn), the school website, and word of mouth referrals. Equitas Academy has developed partnerships with Teach For America, Building Excellent Schools, Schools of Education, (USC, UCLA, Cal State University System, Stanford University, Loyola Marymount, etc.).

Equitas Academy engages in a thorough review of the qualifications of candidates that apply for employment at the school. The Director of Curriculum and Instruction, Executive Director and other lead staff review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. Candidates for teaching positions are interviewed, asked to teach a demonstration lesson to a classroom of students and/or return for a second round of interviews. Following interviews, Equitas contacts references, reviews letters of recommendation and notifies each candidate of their status once a decision is made. In addition, Equitas verifies the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and NCLB requirements to teach the subject(s) that he/she is being hired to teach. Candidates that are offered employment receive a written offer of employment.
Equitas Academy makes every effort to recruit teachers who are committed to the vision and mission of the school and who will commit to the demands of educating all students at the highest level without excuse. Job postings for teachers clearly state our education philosophy and teaching pedagogy so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. Teachers have a daily on-site commitment from 7:15 a.m. to 4:00 p.m. As salaried professionals, it is understood that teachers have job-related responsibilities, such as instructional planning, communication with students and families, and special school events that continue beyond their on-site workday and occasionally take place on weekends. Teachers are expected to collaborate continuously with their peers, and benefit from common planning periods to ensure ongoing collaboration. Teachers plan together to link instruction to state standards 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.

To attract and retain outstanding teachers, teachers are regarded as respected professionals. They receive competitive compensation packages and have regular access to computer technology, telephones, voicemail, email, and other necessary instructional resources. Teachers are eligible for bonuses based on exceptional student performance, measured by both internal and external evaluative measures.  

Due to the profound impact that teachers have on students, only the most effective teachers will be retained at the school. 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. Performance measures are used to evaluate teacher effectiveness, to recognize superior performance, to provide targeted assistance in instances when performance is less than satisfactory, to determine the appropriateness of pay incentives, and to make informed decisions regarding continued employment at the school. For a detailed description of the teacher evaluation process, see Element 5: Employee Qualifications.

B. PROFESSIONAL DEVELOPMENT AND PLANNING TIME

Professional Development is central to ensuring curriculum and teaching is delivered effectively. Annually, teachers participate in 29 full days of professional development, beginning with four weeks of summer professional development for new staff and three weeks for returning staff and collaborative planning time. Additionally, students are dismissed one day per week at 1:45 p.m. to allow for two hours of weekly professional development. Summer training: (a) lays the foundation for a consistent and structured school culture; (b) ensures common classroom management strategies and class procedures; (c) establishes school-wide expectations for behavior; and (d) establishes common lesson planning formats, standardized curriculum and assessments, and effective instructional delivery.

Professional development includes:

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36 Each year, compensation packages are based on budget availability. Teachers that exceed their performance evaluations are eligible for a 2-5% annual raise as well as an additional compensation bonus. Actual amount will depend on performance through observation, student assessments, and overall effectiveness in the classroom.

37 Equitas Academy will work to ensure community partnerships with local agencies (i.e. The Salvation Army, Red Shield) that provide after-school enrichment and day care to accommodate parents that are working and unable to pick up their child for the weekly early dismissal.
Whole-School Professional Development: During monthly whole-school professional development sessions and weekly early release sessions, school leaders focus on teacher development based on needs identified through classroom observations, student achievement data and mid-year teacher surveys. These staff trainings in curriculum and assessment ensure delivery of effective teaching, and include lesson plan review and instructional delivery study. Teachers’ lessons are video-taped and used for review and study to ensure a feedback system used for instructional quality improvement. Weekly meetings are structured to include time for teacher feedback and input and problem-solving, as well as formal professional development:

<table>
<thead>
<tr>
<th>Weekly Professional Development Meeting Structure</th>
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<tbody>
<tr>
<td><strong>Key Learning:</strong></td>
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<td><strong>Focus:</strong></td>
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<td><strong>Check In:</strong></td>
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<tr>
<td><strong>Professional Development:</strong></td>
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<td><strong>Business:</strong></td>
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<td><strong>Closing:</strong></td>
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</tbody>
</table>

Grade-Level Lead (GLL): During monthly GLL sessions, teachers meet with their grade-level leads to focus on data analysis, curriculum, lesson planning, pacing plans, assessments, instructional strategies, and interventions for specific students.

Matrix Professional Development: Matrix professional development is teacher created and teacher led, based on teacher surveys and school leader observations, and focused on the specific needs of individual teachers. For example, a teacher who excels in math instructional strategies might present a workshop for other teachers who have been struggling with math.

Individual Professional Development: This time is allotted for teachers to focus on their own professional development. Teachers consistently use this time to lesson plan, work on their classroom environment, analyze data, and meet with other teachers or within grade-levels in order to meet the needs of each and every scholar.

With the Director of Curriculum and Instruction is responsible for implementing professional development, monitoring quality instruction and lesson planning. Our leadership model ensures one school leader is devoted fully to supporting daily strong teaching in every classroom, lesson planning and instructional delivery, and close monitoring of student assessments and supports. The Director of Curriculum and Instruction visits classrooms daily and provides ongoing feedback, an important tool of ongoing professional development. He or she is responsible for teacher development, providing valuable feedback on a daily and weekly basis, and provides valuable information to the Executive Director when evaluating staff and making hiring and re-hiring decisions. This model ensures teachers have the skills and support to deliver the proposed instructional program effectively.
Professional Development Topics

<table>
<thead>
<tr>
<th>School Culture</th>
<th>Professional Values</th>
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<tr>
<td></td>
<td>Equitas Academy Code of Conduct</td>
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<tr>
<td></td>
<td>Terrific Transitions</td>
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<td></td>
<td>Proactive measures for your most challenging students</td>
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<td></td>
<td>Classroom Management System</td>
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<tr>
<td>Curriculum &amp; Instructional</td>
<td>Lesson Plan Components</td>
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<td></td>
<td>Direct Instruction (I Do, We Do, You Do)</td>
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<td></td>
<td>Homework System</td>
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<td></td>
<td>Teaching Taxonomy-how to utilize instructional practices</td>
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<tr>
<td>Assessments &amp; Standards</td>
<td>Assessments to inform instruction</td>
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<td></td>
<td>Common Core and State standards</td>
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<td>Internal Standards</td>
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<td>Scope and Sequence</td>
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<td>Alignment of Curriculum, Standards, Assessments</td>
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<td></td>
<td>Progress Reports and Report Cards</td>
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<td></td>
<td>Assessments (teacher created, publisher, and national normed)</td>
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<tr>
<td>Reading</td>
<td>Reading Program (Overview, Reading Lesson Plan, Video Observation)</td>
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<tr>
<td></td>
<td>Reading Mastery, Part I</td>
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<td></td>
<td>Reading Mastery, Part II</td>
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<td></td>
<td>Independent Reading Time Block</td>
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<td>Reading Comprehension Strategies</td>
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<td>Read Alouds</td>
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<td>Decoding/Fluency/ Vocabulary</td>
<td>Phonemic Awareness and Phonics</td>
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<td></td>
<td>Vocabulary</td>
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<td>Writing</td>
<td>Writing Program (Overview, Writing Lesson Plan, Video Observation)</td>
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<td></td>
<td>Genre Study</td>
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<td></td>
<td>Grammar (Editing and Revising)</td>
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<tr>
<td>Math</td>
<td>Math Program (Intro, Overview, Math Lesson Plan, Video Observation)</td>
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<td></td>
<td>Saxon Math, Parts 1 and 2</td>
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<tr>
<td>History / Science</td>
<td>FOSS, California Vistas, Harcourt Science</td>
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<tr>
<td>Character Education/Ethics</td>
<td>Community Meeting</td>
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<td></td>
<td>Character Curriculum</td>
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<td>Ethics Curriculum</td>
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<td>Full-day or Half-day School Visits</td>
<td>Rafe Esquith</td>
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<td>Synergy Charter School</td>
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<td>KIPP Los Angeles</td>
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<td>North Star Academy</td>
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<td>Leadership Prep</td>
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<td>Milwaukee College Prep (Formerly Marva Collins)</td>
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<td>Differentiation / Special Education/Student Supports</td>
<td>Modifications</td>
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<td></td>
<td>Techniques for Differentiation</td>
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<td></td>
<td>Tutoring that Works</td>
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<td></td>
<td>English Language Learners</td>
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<td></td>
<td>Special Education</td>
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</tbody>
</table>

VII. SPECIAL NEEDS: EQUITAS ACADEMY WILL ADDRESS THE NEEDS OF ALL SUB-GROUPS, INCLUDING AT-RISK STUDENTS

In order for Equitas Academy students to meet the high expectations of preparedness for entrance into college preparatory, prestigious, top performing and competitive schools, there
must be supportive services in place throughout the school. Student supports are designed to meet individual students’ needs as a means for prevention, intervention, and acceleration of learning. Through differentiated and personalized learning, our special needs populations (EL, Gifted, At-Risk of Low Achieving, Low Socioeconomic and Special Education) automatically receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. In addition, the following assist in meeting the individual needs of each and every student at Equitas Academy:

1) High expectations for all students and a “no excuses” mentality to ensuring the success of all students.
2) Smaller class sizes and a small school environment which allow teachers to truly know their students.
3) An extended learning day and school year that helps advance the learning of all students, including those with special needs.
4) Differentiated instruction and flexible ability grouping in literacy allow focused instruction at the appropriate skill level.
5) A highly structured learning environment allows teachers to focus on teaching and allows students to learn, with expectations detailed in the student Code of Conduct and displayed in classrooms.
6) Common school-wide behaviors, procedures and rituals with accountability and consequences/rewards for student behavior choices.
7) Bright Work folders are used consistently in each classroom as students enter the classroom each morning, containing practice exercises that support remediation or acceleration of learning, based on individual student needs.
8) Nightly homework, is a review of instruction and helps students master skills and content learning while developing study skills and habits necessary for academic success.38
9) A comprehensive after school program includes a variety of enrichment activities and clubs.
10) Ample instructional planning time (individual and collaborative) is built into the schedule for teachers to modify and create lessons and curriculum, learn from one another, and collaboratively plan strategies to meet the needs of individual students.
11) Ongoing school-home communication includes academic and behavioral progress reports weekly; a weekly syllabus informs parents about key learning, homework, and standards to be met that week. Parents also sign homework and quizzes to acknowledge receipt of information.
12) Data-driven instruction includes weekly review of student achievement data and formal data reviews with school leaders at least monthly, in order to refine curriculum and strategies, identify necessary interventions and ensure each student is achieving stated goals.

A. STUDENT SUPPORTS: PREVENTION, INTERVENTION AND ACCELERATION

In addition to the highly effective structures offered at Equitas Academy to support and challenge students, additional strategies target students who may have additional needs—students performing far below or above grade level, students with low socioeconomic status,
English Language Learners, and Special Education students. Initial diagnostic assessments and an English language assessment (where applicable) will be administered to all students prior to the start of each year. (See Element 2: Measuring Pupil Outcomes and Element 3: Methods for Measuring Pupil Outcomes for further details about assessments.) Throughout the year, teachers also will assess students through informal measures such as checklists, class work and observations, published and teacher-created tests and quizzes, and through more formal means, such as standardized testing (see Element 3 for a discussion of the new Smarter Balanced Assessments) and interim benchmark assessments every trimester.

On a weekly and monthly basis, faculty will review assessment data in detail to plan and evaluate differentiated instructional techniques and identify students in need of interventions and additional supports, including potential referral for evaluation of a suspected disability. Modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual students.

Students who are struggling are referred for tutoring, a key component of Equitas Academy. Tutoring /RTI takes place during choice time at the end of the school day and during Saturday School, providing students access to additional targeted instructional time with teachers. Teachers are paid a stipend to assist with tutoring. Students who demonstrate weakness in a core content area attend tutoring for a six-week period, until they students demonstrate on an interim assessment that they are successfully mastering the class material. During the six-week tutoring sessions, teachers review the content from the previous six weeks. At the end of the six-week tutoring session, students are re-tested, and if necessary, continue in tutoring for another six-week session.

More intensive and strategic tutoring is offered as needed and begins in January, facilitated by the Director of Instruction and Curriculum. Both students are invited to attend. It is is held from 9:00 am-11:00am on Saturdays and students receive breakfast and/or the tutoring is provided after school.

These school-wide structures are the first step in meeting the needs of students performing below or above grade level, but additional supports are introduced for any student who:

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

1. **Student Success Team**

Students identified for additional supports are given a Student Success Team (SST) based on their educational needs. The SST includes additional instructional supports, a timeline for implementation, goals for the student, and means for assessment. All SSTs are communicated with parents, students, teacher(s) and the Director of Curriculum and Instruction who leads the process. The SST is a systematic, individual, solution-oriented approach to assist students with factors that are interfering with academic success. The SST clarifies problems and concerns,
develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. All students can benefit from a SST, including but not limited to those students achieving below or above grade level, English Language Learners, and students who have experienced issues that might hinder their academic success at school.

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

**SST Form:** Student information, such as student strengths, parental/teacher concerns, assessment and evaluation results and any other information pertinent to service needs and provisions are recorded on the SST. A description of the individualized instructional program which meets the needs of the student, including specific strategies that will be used with the student are documented. The current performance level is documented using assessments and/or other measurable data. Goals are articulated with a method of measurement. At least an 80% mastery rate is required on each objective for the goal to be met. A projected completion timeline for each goal is articulated with an objective, evaluation criteria and projected completion date.

**SST Meeting:** The Equitas Academy SST meetings include the following steps:

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

**B. ENGLISH LEARNERS**

Equitas Academy is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Equitas Academy shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:
• How English Learners’ needs will be identified
• What services will be offered
• How, where, and by whom the services will be provided
• How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Equitas Academy shall provide to the CSD an annual report of its EL program assessment. Upon request, Equitas Academy shall provide a copy of its current EL Master Plan to the CSD.

Equitas Academy shall administer the CELDT annually in accordance with federal and state requirements.

Equitas shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

We have structured our curriculum and instructional program to meet the needs of a significant EL population with respect to language development. EL students respond well to a plan of instruction in which each aspect of the language builds on another, with plenty of opportunities for practice. The goal is for EL students to gain fluency in English as quickly as possible in a non-threatening setting. Our EL program addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our EL students.

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

1. **Student Identification**

Equitas Academy serves its EL students in accordance with all applicable state and Federal laws and regulations. We adhere to the following plan with EL students:

• Upon enrollment into the school, all students complete a home-language survey of languages spoken in the home.
• Students whose dominant language may not be English are assessed on English proficiency using instruments and techniques approved by LAUSD such as the CELDT.
• Educational programs are responsive to these specific needs and in compliance with all state and federal guidelines.
• The School reports the number of EL students attending the school to the district and the state.
In compliance with the Office for Civil Rights (OCR) in the U.S. Department of Education, upon enrollment at the Equitas Academy, parents complete a home language questionnaire (written in languages spoken by the parent). If a parent affirms that the child learned to first speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child is classified as having a primary home language other than English.

The English language proficiency of all currently enrolled English learners 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 test, according to the guidelines set forth in the student’s IEP. Equitas Academy notifies parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT 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.

Equitas Academy maintains a record of all students who participate in each administration of the CELDT test as specified in Education Code § 11512. CELDT testing is used to fulfill the requirements for annual English proficiency testing and complies with the accountability requirements under Title III of the No Child Left Behind Act. Equitas Academy adheres to all legal requirements regarding oversight and administration of the CELDT test.

2. **Implementation of Structured English Immersion**

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.

In order for the school mission to be accessible and achievable for all students, Equitas Academy utilizes an English program that provides the structures and supports for EL students to achieve English proficiency. This curriculum and program was designed to ensure acquisition
and fluency of English. Within our English Language Arts program, eighty minutes each week are used for explicit oral language development using teacher created curriculum.

3. **Redesignation Criteria**

Students who have been identified EL are assessed annually to determine improvement in English proficiency. Students also take the CELDT assessment to measure English Language Development.39

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 1</td>
<td>CELDT Proficiency Level = 1 – 3 Listening/Speaking only</td>
</tr>
<tr>
<td></td>
<td>CELDT Proficiency Level = 4 – 5 Listening/Speaking only</td>
</tr>
<tr>
<td>Grade 2 and above</td>
<td>Overall CELDT Proficiency Level = 1 – 3</td>
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<tr>
<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>CELDT Proficiency Level = 4 – 5</td>
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<td>AND</td>
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<tr>
<td></td>
<td>Listening/Speaking = 3 +</td>
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<tr>
<td></td>
<td>Reading = 3 +</td>
</tr>
<tr>
<td></td>
<td>Writing = 3 +</td>
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</tbody>
</table>

Students who score above the established scores of 4-5 on CELDT are deemed no longer EL, or RFEP Redesignated Fluent English Proficient while those who score below 3 on the CELDT continue to be classified as EL. Appropriate assessments, instruction and interventions are conducted to ensure students are redesignated early and appropriately.

Regular assessment of EL progress is assessed in the following way:

- CELDT (California English Language Development Test)
- EL students are making strong academic progress as measured by instructor-developed assessments
- EL students are proficient in English in three years or less
- EL students are proficient in English Language Arts as evidenced by proficiency on state and standardized exams
- EL students are advancing from grade level to grade level, evidencing mastery of core subjects on par with native speaking students

Before the issuance of each trimester progress report card, teachers summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the term. EL students receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking. At the end of the trimester teachers also go through the list of standards for a student’s current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers

39CELDT redesignation scores and table found at http://notebook.lausd.net/pls/plt/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_PLCY_RES_DEV/PAR_D
VISION_MAIN/SISB/ESIS/PUBLICATIONS/MEMO%25202590%25202006%2520-%2520%2520ON%2520LINE%2520CELDT%2520CALCULATOR%2520%2520FINAL.PDF.
present evidence (e.g. scored writing samples, rubrics from oral presentations) to make the final decision regarding progression to the next ELD level.

Reclassification criteria and procedures are outlined below.

**Reclassification Criteria**

- **CELDT:** Overall performance level of 4 or 5 and skill area scores of 3 or higher in listening-speaking, reading, and writing.
- **Standards Based Report Card:** Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system or a grade of C or above in a letter grade system.
- **Teacher/EL Coordinator judgment:** Classroom teacher and EL Coordinator judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards.
- **CST (or new Smarter Balanced Assessment) or CMA:** Basic, Proficient, or Advanced performance on the ELA section of the test.
- **Parent Opinion and Consultation:** Notice is provided to parents/guardians of their rights, and they are encouraged to participate in the reclassification process. Teachers provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child’s progress toward English language proficiency.

**Reclassification Procedures**

The following reclassification procedures will be used:

- Each trimester, the EL Coordinator creates a list of all students who meet the CELDT and CST/Smarter Balanced Assessment criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the CELDT and CST/Smarter Balanced criteria for reclassification.
- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, the EL Coordinator works with the teacher to determine the ability of individual students to master grade level standards without language support.
- Based on the information provided by teachers, the EL Coordinator identifies students ready to be reclassified and submits these names to the School Operations Manager (SOM). The SOM sends a reclassification letter to these students’ parents and submits their names and report cards to the school district.
- Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of state ELA standards.

Professional development is focused on enhancing teacher’s knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all students can meet standards. Teachers authorized to teach English Learners continue to receive training and support in the effective implementation of techniques such as Specially Designed Academic Instruction in English and Scaffolding.

Students at Equitas Academy are expected to progress 1-2 English language levels each year through targeted instruction and assessment. It is anticipated that students who are enrolled at Equitas Academy beginning in kindergarten will be re-designated as fluent-English proficient
(RFEP) prior to middle school. Students who enroll at the school in subsequent years whose language development is still in the beginning or early intermediate stage receive added intervention through small group instruction targeted to meet their individual needs with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified during their elementary school career.

The EL Coordinator serves as the testing coordinator and meets periodically with teachers throughout the school year during grade level planning to discuss the progress of English learners toward mastery of the ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT testing will not be required during the monitoring period.

4. Meeting the Needs of English Language Learner Population

Equitas Academy 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. Monthly professional development specifically addresses the instructional effectiveness of our English Language Development strategies, reviewing assessment data and revising curriculum to meet our EL students’ needs.

As mentioned, students who are English learners also will be served through twice-weekly English language development (ELD) lessons in small homogeneous groups according to their ELD level.

Key academic vocabulary and concepts are introduced utilizing the strategies described above and a Specially Designed Academic Instruction in English (SDAIE) approach. Teachers employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners):

Six Key Strategies for Teachers of English-Language Learners

1) Vocabulary and Language Development
   i) Teachers introduce new concepts by discussing vocabulary words key to that concept.
   ii) Teachers build on student’s background knowledge.
   iii) Classrooms reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2) Guided Interaction (collaborative learning)
   i) Teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
   ii) Teachers provide students with opportunities to negotiate meaning from language

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40 Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).
and text and to work in cooperative pairs or groups to develop problem-solving and social skills.

iii) Teachers group students flexibly, at times working in heterogeneous groups and at times not.

3) **Metacognition and Authentic Assessment**
   i) Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
   ii) Teachers use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
   iii) Teachers “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

4) **Explicit Instruction**
   i) Teachers utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

5) **Meaning-Based Context and Universal Themes**
   i) Teachers incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
   ii) Teachers create classroom environments that provide authentic opportunities for use of academic language.
   iii) Teachers provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6) **Modeling, Graphic Organizers, and Visuals**
   i) Teachers regularly utilize a variety of visual aids, graphic organizers (such as Thinking Maps), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

Teachers receive professional development during summer training and throughout the year regarding the following strategies for working effectively with students who are English learners:

*Modified speech*
  - slower speech rate
  - clear enunciation
  - controlled vocabulary
  - use of cognates
  - limited use of idiomatic speech
  - words with double meaning defined

*Contextual clues*
  - gestures and facial expressions
  - meaning acted out
  - color-coded materials/ graphic organizers

*Multisensory experiences*
  - realia, props and manipulatives
• audio-visual materials
• hands on activities and demonstrations
• overhead transparencies and similar projection technologies

Comprehensible input
• graphic organizers (maps, charts, graphs)
• word banks with picture clue
• bulletin boards
• explanation of word origins (etymology)
• use of examples and analogies

Frequent comprehension checks
• questions asked about details
• eliciting responses through various modalities (write on white boards, thumbs up/down, etc.)

Formative assessment
• confirmation checks
• clarification requests
• repetitions
• expansions
• variety of question types

Summative assessment
• mastery assessed using a variety of modalities
• review of main topics and key vocabulary
• resulting product shows mastery of key concepts and synthesis of information

Appropriate lesson design
• student fluency level is reflected
• evidence of scaffolding
• listening and speaking activities precede reading and writing activities
• reading assignments include pre-reading, during reading, post-reading activities
• writing activities preceded by pre-writing
• use of cooperative learning groups
• accessing prior knowledge
• appropriate pacing
• modeling of activities
• specific learning strategies or study skills are taught and modeled
• text adaptation
• emphasis on higher order critical thinking skills
• provision of native language support when possible
• extension/debriefing activities included

Content-driven
• rigorous core curriculum (not watered down)
• key topics organized around main themes
• topics appropriate to grade level

5. Parent Involvement and Notification
Parents are notified regarding their child’s English Language Development along with CELDT scores every progress report or every trimester and/or as often as needed.

C. SOCIOECONOMICALLY DISADVANTAGED STUDENTS

The design of Equitas Academy 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 Academy 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. Our teachers and staff also receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. Equitas Academy maintains and analyzes assessments records to ensure we are meeting the needs of this targeted population. In addition to ensuring socioeconomically disadvantaged students are academically prepared, we also assist with families in need of uniforms or school supplies. We fundraise to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc.

D. STUDENTS AT-RISK OF LOW ACHIEVEMENT

While we anticipate that most students’ needs are met by the wide variety of school-wide supports already in place, Equitas Academy is committed to working with students who are achieving below grade level to help them achieve at high levels. Teachers receive extensive training on effective intervention strategies targeted towards the areas of greatest need. Our emphasis on high expectations for all students, no excuses, hard work, structured school environment and more all help to create a school culture of success and support.

Nevertheless, in some instances students who are achieving below grade level may require additional assistance to catch up to their peers. As discussed above, strategies may include after-school tutoring, differentiated instruction and other program modifications and supports as determined by the classroom teacher. Teachers may modify classroom materials or strategies in coordination with the SST Team for students who are low achievers, depending on the student's specific need, including such things as providing visual aids; adapt worksheets or assignment materials; providing directions in writing or in smaller, distinct steps; pre-teaching; modifying assignments (lower level or shorten); give extra cues or prompts; offer extended time or allow breaks; modify testing methods (e.g., read test questions aloud, change the setting of the test to a more quiet environment, etc.).

In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student for evaluation of a suspected disability.

**Student Retention:** If a student is not making adequate progress and becomes a candidate for retention, the school notifies the parent in writing and also contacts the child’s parent by phone. Before March 1 of the current year, the child’s teacher consults with the Director of Curriculum and Instruction and parent in each case concerning possible retention. In all cases, parents will be encouraged to remain involved throughout the process. After intensive interventions have
been implemented and the results documented, a collaborative decision to retain may be made. As needed, a determination will be made whether assessment for special education services is needed.

In the event the student is retained, the retention folder will be added to and remain in the child’s cumulative folder. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.

E. STUDENTS ACHIEVING ABOVE GRADE LEVEL/GIFTED STUDENTS

While we anticipate that most students’ needs are by the wide variety of school-wide supports already in place, Equitas Academy is committed to working with students who are performing above grade level to help them achieve at expected levels and continuously grow and be challenged. High-achieving students will be referred for a meeting if they meet the following criteria:

1. performing more than one level above his/her actual grade level
2. earning 4 on rubrics (or A on letter grades) of content learning standards in core content learning standards

For students achieving above grade level, a meeting is used to document goals and objectives to accelerate our gifted and high achieving students. 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 to accelerate their learning, as well as customizing homework to meet student’s objectives, and communicating progress with students, teachers, and parents.

Teachers implement a wide range of accommodations for students with disabilities. All teachers will receive ongoing professional development regarding special education policies, strategies for working with learning-disabled students, and classroom practices that support students with diverse learning styles and abilities. Topics discussed during professional development sessions include:

- Early identification and symptoms of learning disabilities
- Classroom accommodations for specific, observed behaviors
- What to do when a teacher or parent suspects a child may be learning disabled

F. OTHER SPECIAL POPULATIONS

Equitas Academy is committed to meeting the needs of each and every student and helping them to succeed. All members of our faculty and our instructional leaders will assist each family to ensure the educational success of their child, including making appropriate referrals to community organizations.

I. EQUITAS ACADEMY IS A SITE-BASED LEARNING ENVIRONMENT

Equitas Academy is a site-based matriculation school.
II. **Implementation Plan**

Equitas Academy has established a solid foundation in its flagship school including reaching full enrollment capacity in grades TK-4 and implementing a rigorous curriculum and assessments at all grade levels, securing a long-term facility, developing staff capacity and organizational policies and processes, ensuring sound governance and fiscal practices and more. Going forward, we propose to replicate our school, our major growth task involves the full transition to Common Core standards, identifying a facility, growing our team and being strategic in our growth to ensure replication is successful.
**Element 2 – Measurable Student Outcomes**

“The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. 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." CA Ed. Code § 47605(b)(5)(B)

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**


**STANDARDIZED TESTING**

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

I. **EQUITAS ACADEMY HAS CLEARLY DEFINED SCHOOLWIDE OUTCOME GOALS**

Equitas Academy will pursue the following school wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Measurement of Academic Performance and Progress (CalMAPP)/Smarter Balanced Assessment Consortium (SBAC) assessment system, as well as state priorities detailed in California Education Code § 52060(d).\(^4\) For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- (i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code § 47607(a)(3)(B).

\(^4\) As California completes its design and roll out of these new assessment measures, Equitas Academy will at all times ensure compliance with all applicable testing mandates, e.g., the CSTs for science will be administered to 5th graders in spring 2014 until the replacement tests aligned with the new Next Gen Science Standards are implemented.
Our pupil achievement goals include the following:

<table>
<thead>
<tr>
<th>GOALS and OUTCOMES</th>
<th>Assessment</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) All teachers will be appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject area(s) they teach; Teachers will hold appropriate ELD certification as defined by the CA Commission on Teaching Credentialing and as legally required.</td>
<td>Required records maintained in school office in compliance with NCLB, State and District requirements. Review LAUSD School Site Visit (Annual) WASC Accreditation Review SARC</td>
<td>Executive Director, Director of Curriculum and Instruction</td>
</tr>
<tr>
<td>Every pupil in the school will have sufficient access to standards-aligned instructional materials as determined pursuant to Section 60119 in the areas of Mathematics, English Language Arts, Science, History-Social Science;</td>
<td>LAUSD School Site Visit (Annual) WASC Accreditation Review SARC Weekly/Annually/Monthly review of lesson plans, unit plans, assessments</td>
<td>Executive Director</td>
</tr>
<tr>
<td>School facilities will be maintained in good repair as specified in subdivision (d) of Section 17002.</td>
<td>Annual Inspection of Facilities SARC School Site Selection Report⁴⁵</td>
<td>Operations Director</td>
</tr>
<tr>
<td>(2) The school will ensure that academic content and performance standards are implemented in accordance with applicable laws and regulations, ensuring that all students, including English Learners will be able to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency. CA Ed. Code § 52060(d)(2).</td>
<td>Professional Development schedule and agendas Curriculum pacing and lesson plan review EL Plan Standardized Assessment Data: CELDT, MAPP, etc. (Annual) Standards aligned midterm and trimester exams Annual IEP Review Midterm and Trimester Exam Performance Review Textbook and Curriculum Review(annual)⁴⁷</td>
<td>Director of Curriculum and Instruction</td>
</tr>
</tbody>
</table>

⁴² All teachers will be appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject area(s) they teach. Teachers will hold appropriate ELD certification as defined by the CA Commission on Teaching Credentialing and as legally required.

⁴³ All materials will be aligned to CCSS and appropriately included in the school budget.

⁴⁴ School site leadership and teachers will review the sufficiency and alignment of standards-based instructional materials on an ongoing basis. Textbooks will be reviewed annually to ensure standards-alignment.

⁴⁵ The School Site Selection Report found on the California Department of Education website provides a comprehensive overview of safety measures and the criteria used to select an appropriate site.
incorporating supports and accommodations which include:

- Supports and related services designed to meet students’ diverse needs and enable them to access the general education curriculum (IDEA 34 CFR 300.34, 2004)
- An IEP which has been designed to include annual goals aligned with their attainment of grade-level standards
- Highly qualified teachers and support staff to facilitate student mastery

(3) Parent input in decision-making and participation in programs will be a priority at Resolute Academy:

- Parents will facilitate open communication among the community and encourage active involvement
- at least 80% of families will attend at least two school events each year (parent education workshops, school wide or grade level meetings, culminating and community building events);
- parent satisfaction in their involvement in school decision-making and school life will be at least 80% as measured by annual surveys. CA Ed. Code § 52060(d)(3).

(4) Pupil achievement will meet all requirements, as measured by all of the following, as applicable:

(A) The state standardized testing participation rate (CST/MAPP/SMARTER Balanced Assessments or CAPA/CMA) will be at least 95%;

- the percentage of students scoring proficient or above in English Language Arts, Math, Social Science/History and Science will exceed the average proficiency of the Comparison Public Schools within LAUSD by at least 5% each year;
- all numerically significant subgroups will make at least 80% of the school’s overall growth target. MAPP/SBAC Targets will be established in accordance with guidance released about the various reporting standards once they are finalized. CA Ed. Code § 52060(d)(4)(A).

(B) Annual API will meet or exceed the established growth target, with a goal of API AYP

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| (C) | UC/CSU and other post-secondary requirements not applicable to middle school. CA Ed. Code § 52060(d)(4)(C). | CELDT Student folders | Director of Curriculum or Instruction |
| (D) | 80% English Learners will progress at least one grade level on the CELDT each year and 100% of students who are English Learners who have been with Resolute Academy since grade 5 will achieve proficient to advanced levels of fluency in English Language Development by the time they graduate. CA Ed. Code § 52060(d)(4)(D). | Reclassification data AMAOs | Director of Curriculum and Instruction |
| (E) | English Learner reclassification rates will exceed the District’s reclassification rate and English Learners will meet Annual Measurable Achievement Objectives (AMAOs). CA Ed. Code § 52060(d)(4)(E). | | |
| (F) | AP tests are not applicable to middle school. CA Ed. Code § 52060(d)(4)(F). | | |
| (G) | College readiness per the Early Assessment Program not applicable to middle school. | | |
| (5) | Pupil engagement, as measured by all of the following, as applicable: | | |
| (A) | The school will maintain at least 95% Average Daily Attendance. CA Ed. Code § 52060(d)(5)(A). | Attendance reports | Dean of Student and Family Life |
| (B) | Chronic absenteeism rates will be 5-10% lower than surrounding schools. CA Ed. Code § 52060(d)(5)(B). | Attendance reports | Dean of Student and Family Life |
| (C) | 100% will graduate and matriculate to high school not applicable. CA Ed. Code § 52060(d)(5)(C). | | |
| (D) | High school dropout rate not applicable to middle school. CA Ed. Code § 52060(d)(5)(D). | | |
| (E) | High school graduation rate not applicable to middle school. CA Ed. Code § 52060(d)(5)(D). | | |
| (6) | School climate, as measured by all of the following, as applicable: | | |
| (A) | Pupil suspension rates will be 5-10% lower than the District average and surrounding’ rates. CA Ed. Code § 52060(d)(6)(A). | Suspension data | Director of Curriculum and Instruction and Dean of Student and Family Life |
| (B) | Pupil expulsion rates will be 5-10% lower than the District average and Comparison Schools’ rates. CA Ed. Code § 52060(d)(6)(B). | Expulsion data | Director of Curriculum and Instruction and Dean of Student and Family Life |
| (C) | Local school measures of achievement of our mission include: Students will demonstrate critical thinking skills. IEPs/student folders School-designed rubrics; student | | |

Equitas Academy #3 Charter School
New Charter Petition December 2013
- Annual family surveys that rate growth of character values
- The school will realize a higher teacher retention rate of 80% and higher teacher attendance rate than the District average, and demonstrate high levels of teacher job satisfaction.
- At least 80% of students and parents will indicate satisfaction with the school and their opportunities for participation. CA Ed. Code § 52060(d)(6)(C).

(7) Equitas will offer all students, including those in all sub-groups, a course of study in English, Social Science/History, Math, Science, and physical education.

(8) All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards and CCSS (see http://www.cde.ca.gov/be/st/ss/ and www.corestandards.org), aligned with the state’s priorities detailed in California Education Code Section 51220. Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data.

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. Cal. Ed. Code 47605(b)(5)(C).

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see http://www.cde.ca.gov/be/st/ss/ and www.corestandards.org) and aligned with the state’s priorities detailed in California Education Code Section 51220.

II. Grading and Reporting Student Progress

Equitas Academy involves students and their parents in the analysis of student work, student progress, areas of strength, and plans to address areas that need growth. We inform parents of student progress through daily, weekly and monthly systems in the families’ home language. A weekly syllabus informs parents about key learning, homework, and standards to be met that week. All assessment work, Interim assessment results, weekly chapter and unit tests, and trimester exams are sent home for parents to review and sign. Additional home-school

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48 We understand that charter schools will not be required to comply with all of the provisions of California Education Code § 52220 (e.g., at the high school level, requiring every high school to provide driver’s ed and career technical education courses). As the implementing regulations for this new law are finalized, and District policies are issued, we will work with LAUSD to ensure full compliance with any new requirements.
communications include phone calls, regular correspondence, trimester report cards and meetings, and three formal parent-teacher conferences annually.

Parents receive formal progress reports at the end of each trimester. Report cards detail each child’s grades, academic strengths and weaknesses and any concerns about promotion to the next grade. Grades include student performance on in-class work, homework, assessments, and other components as applicable to each content area. 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 and personalize a student success team (SST) to include small group instruction and tutoring as needed.

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.

The following grading policy indicates the letter grade, percentage, and rubric score that are used to define a student’s level of mastery of the state standards. Students are assessed using a rubric for primary grades and fourth grade students receive a letter grade.

<table>
<thead>
<tr>
<th>Grading Policy</th>
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</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>A+</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>NI</td>
</tr>
</tbody>
</table>

Teachers are trained on the school’s policies and standards for grading and work with the Director of Curriculum and Instruction to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of standards. Teachers also include narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school.

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

III. **SCHOOL ACCOUNTABILITY PLAN**

Each year, the Board of Directors approves a school accountability plan that sets goals and measures for student achievement in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The school accountability plan also takes into account No Child Left Behind accountability standards. The Board Academic Accountability Committee works closely with the Executive Director and Director of Curriculum and Instruction to ensure that students are making progress toward all goals and holds the Executive Director accountable for student achievement.

The Executive Director and the Director of Curriculum and Instruction consult with the Academic Accountability Committee and teachers to select effective curricula, materials, and instructional strategies. This process uses student achievement results and research-proven best practices as the basis for changes in the school's educational program. All stakeholders are notified of accountability measures and performance through newsletters, the school website, and Annual Report.
Element 3 – Method by Which Student Outcomes Will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code 47605 (b)(5)(C)

STANDARDIZED TESTING

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

Equitas Academy 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.

I. ASSESSMENT METHODS

A. FORMAL ASSESSMENTS

Prior to the start of the school year, we conduct a diagnostic assessment of each student using age- and grade-appropriate standardized assessment tools. For English language arts, we use such early literacy assessments such as Fountas Pinnell reading levels and timed writing assessment. The results from such diagnostics allow us to have a clear picture of current student mastery, and inform ongoing lesson plan development and individual student academic action plans. These diagnostics also allow a benchmark against which all future academic growth can be measured. The initial administration is given to students at all grade levels in order to effectively evaluate their reading ability before or at the start of the school year (or when a child begins at the school mid-year). A second administration near the end of the school year will document growth in reading over time.

In addition, we use a nationally-normed assessment, NWEA/MAP computer based assessment as an additional measure to provide annual, longitudinal, and comparative measures of our students’ learning growth. Using the NWEA/MAP allows us the opportunity to measure academic gains, as each student will take the test when entering the school. This testing system allows us to conduct an individual and cohort analysis of longitudinal growth, a comparative measure with a national cohort, and to determine the average increase of percentiles per grade level cohort among Equitas Academy students.

B. PUBLISHED CURRICULUM ASSESSMENTS

Teachers at Equitas Academy use a variety of publisher-provided assessments to measure student progress against content standards. We utilize a variety of publisher and teacher created assessments (Action Learning System, TestWiz, NWEA/MAP, Data Director, etc).

Full Option Science System (FOSS) Assessments

The integrated assessment component that is contained within the Full Option Science System (FOSS) are used to monitor and assess student progress in science. These assessments
measure content knowledge, scientific investigations, and the ability to generate scientific explanations. FOSS assessments vary across grade levels and include informal teacher observation and questioning, formative assessments and response sheets, and performance assessment tasks. End-of-module assessments and portfolios of accumulated work serve as summative assessments.

C. “IN HOUSE” BENCHMARK ASSESSMENTS

To augment the data provided by these beginning and end-of-year assessments, we have developed and implemented internally created standards-based assessments in all core subject areas and at all grade levels to ensure that students are meeting or exceeding California standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, allow us to make the necessary adjustments as immediately as possible to ensure that our students are acquiring the skills outlined in the California Content Standards.

D. STANDARDIZED TESTING AND USE OF RESULTS

A Lead Teacher serves as the testing coordinator to coordinate all aspects of state mandated testing. He/she is trained in policies pertaining to test scheduling and administration as well as test security, and in turn provides in-service training to test examiners regarding test administration policies during professional development. The Testing Coordinator oversees the distribution and collection of standardized tests and ensures that the testing process proceeds according to testing guidelines. He/she will also document and monitor administration of the various standardized tests to make certain that all of the required student assessments are conducted within the appropriate timelines.

At the time of this petition submission, the standardized testing format in California is in the midst of major change as California moves from the California Standards Test (CST) to the Smarter Balanced Assessment Consortium (SBAC)/California Measurement of Academic Performance and Progress (CalMAPP) assessments. While details about this program are still forthcoming, Equitas Academy will continue to ensure compliance with all state mandated testing and reporting requirements. Alternative assessments such as the California Modified Assessment (CMA), given to students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations, and the California Alternate Performance Assessment (CAPA), an alternate assessment for children with severe cognitive disabilities in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA), will continue to be utilized in adherence with state and federal requirements.

As noted in Element 1, Equitas Academy administers the California English Language Development Test (CELDT) in accordance with state and federal laws requiring California public schools to give a state test each year to every student who has been identified as an English Learner. In order to identify students who are English learners, all parents are required to complete a Home Language Survey upon enrollment at the school. Students whose primary language is a language other than English are assessed using the CELDT if they have not previously been identified as an English Learner by a California public school or if there is no record of prior CELDT test results. CELDT testing takes place within 60 days prior to the start of the school year or within 30 calendar days after the date of first enrollment at the school. (See Element 1: Meeting the Needs of All Students for additional details regarding CELDT testing.)
Based on their performance on the CELDT test, students may receive special assistance with English language development in order to become more proficient in English and to succeed in the school’s academic program, as detailed in Element 1. Students who are redesignated as fluent English proficient (RFEP) are monitored for a period of two years to ensure that they are able to compete with their grade level peers and that they continue to make satisfactory academic progress. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students.

II. **DATA ANALYSIS SYSTEM**

We use intentional systems around data analysis to inform and improve teaching and student learning. In order to ensure students have met statewide performance content standards, the Director of Curriculum and Instruction oversees the collection and analysis of state assessment data using programs Kickboard and FOCUS. Our data analysis begins with interim assessments (IA)s developed prior to the school year by school leaders and teachers. IAs cover test content from the California content standards, Common Core and NWEA/MAP assessment. Teachers administer IAs three times a year and student performance results inform the modification of the scope and sequence and lessons plans as needed.

Interim assessments are scored and analyzed using Kickboard. Teachers score the exams and input the data. Using the IAs, teachers are able to re-teach standards to prepare students for content mastery. School leaders collect and complete the data. Analysis of individual students, flexible ability groupings—high, middle, and low—and individual classrooms is conducted using a comprehensive template. Teachers conduct reflection on the IA scores to facilitate assessment analysis and create action plans. Teachers then meet with the Executive Director and Director of Curriculum and Instruction during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days are facilitated by the Director of Curriculum and Instruction to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning.

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.

<table>
<thead>
<tr>
<th>Standard</th>
<th>%Correct</th>
<th>Analysis</th>
<th>Instructional Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s Purpose Question</td>
<td>67%</td>
<td>Students having trouble distinguishing between details and purpose in multiple choice format</td>
<td>Students need practice with distinguishing between story detail and purpose. Step: (1) mini-lessons for whole class; (2) checks for understanding in class and in HW; (3) re-teach in small groups as needed; (4) re-assessment for whole class</td>
</tr>
</tbody>
</table>

| What is the main purpose of this story? | | | |

**Sample Interim Assessment Teacher Analysis by Class**
In addition to teacher-created assessments, California-adopted curricula such as Saxon Math, History Alive, and Harcourt Science have embedded within them frequent assessments that provide a clear picture of students’ academic growth and academic needs. We review these results by grade level cohort, individual class, and individual student, as well as by each test item as an ongoing part of our weekly staff meetings. This comprehensive approach to data analysis allows: teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns.

These action plans identify:

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

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

III. **ASSESSMENT DATA AND PROFESSIONAL DEVELOPMENT**

As indicated, assessment data is used to inform curricular decisions, teacher supports, and professional development needs, as well as identifying those standards that need to be re-taught, which require small group intervention, and which require individualized student supports. Finally, assessment data is used to evaluate the efficacy of our educational program over time, and, as needed, make changes to curriculum sources used or instructional strategies.
# Assessment, Purpose, Grade Levels and Administration Timeline

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Grade</th>
<th>Administration Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internally-Created Tests</td>
<td>Measure standards mastery</td>
<td>TK-4</td>
<td>Daily and /or weekly</td>
</tr>
<tr>
<td>Interim Assessments</td>
<td>Measure standards mastery</td>
<td>TK-4</td>
<td>Beginning of the year, end of the unit, each trimester, and/or the end of the year</td>
</tr>
<tr>
<td>(IA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publisher-Designed Reading</td>
<td>Assess developmental range of decoding skills, reading strategies,</td>
<td>TK-4</td>
<td>Beginning of the year, end of the unit, each trimester, and/or the end of the year</td>
</tr>
<tr>
<td>Assessment</td>
<td>vocabulary knowledge, comprehension and high-frequency word recognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fountas Pinnel/Reading A to Z</td>
<td>Measure students’ ability to decode grade level text assess reading level, decoding, and comprehension</td>
<td>TK-4</td>
<td>Every six weeks</td>
</tr>
<tr>
<td>Writing</td>
<td>Timed Writing Assignment with rubric scoring</td>
<td>TK-4</td>
<td>Upon enrollment and every trimester</td>
</tr>
<tr>
<td>SMARTER BALANCE Test</td>
<td>State Standardized Test</td>
<td>3-4</td>
<td>Once a year</td>
</tr>
<tr>
<td>NWEA/MAP</td>
<td>National Normed-Referenced</td>
<td>TK-4</td>
<td>Twice a year</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internally-Created Test</td>
<td>Measure standards mastery</td>
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<td>National Normed-Referenced</td>
<td>TK-4</td>
<td>Twice a year</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internally-Created Test</td>
<td>Measure standards mastery</td>
<td>TK-4</td>
<td>Daily, and/or weekly</td>
</tr>
<tr>
<td>Interim Assessments</td>
<td>Measure standards mastery</td>
<td>TK-4</td>
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</tr>
<tr>
<td>(IA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publisher-Designed</td>
<td>Measure standards mastery</td>
<td>TK-4</td>
<td>Daily, weekly, and each trimester</td>
</tr>
<tr>
<td>Stanford 10 Science Test</td>
<td>National Normed-Referenced</td>
<td>TK-4</td>
<td>Upon enrollment and each year</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internally-Created Test</td>
<td>Measure standards mastery</td>
<td>TK-4</td>
<td>Daily and /or weekly</td>
</tr>
<tr>
<td>Interim Assessments</td>
<td>Measure standards mastery</td>
<td>TK-4</td>
<td>Beginning of the year, end of the unit, each trimester, and/or the end of the year</td>
</tr>
<tr>
<td>(IA) Standards-Based Assessment</td>
<td>Measure standards mastery</td>
<td>TK-4</td>
<td>Daily, weekly, and each trimester</td>
</tr>
<tr>
<td>Publisher-Designed</td>
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<td>TK-4</td>
<td>Daily, weekly, and each trimester</td>
</tr>
<tr>
<td><strong>English Language Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Internally-Created Test</td>
<td>Measure standards mastery</td>
<td>TK-4</td>
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</tr>
<tr>
<td>(IA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELDT</td>
<td>Measure language acquisition</td>
<td>TK-4</td>
<td>Every Year</td>
</tr>
<tr>
<td>Oral Language Development</td>
<td>Measure oral language development</td>
<td>TK-4</td>
<td>Every six weeks and as often as needed</td>
</tr>
</tbody>
</table>
**Element 4 – Governance**

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

**GENERAL PROVISIONS**

As an independent charter school, Equitas Academy, 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.

Equitas Academy shall comply with the Brown Act and the Public Records Act.

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

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 Charter School amends its bylaws, it 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.

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

**I. 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 which 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 Equitas Academy 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 all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


LEGAL AND POLICY COMPLIANCE

Equitas Academy shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

RESPONDING TO INQUIRIES

Equitas Academy including its nonprofit corporation, 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. Equitas Academy, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Equitas Academy shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Equitas Academy. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

TRANSFER OF STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

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

I. **THE GOVERNING BOARD: MEETINGS, NOTICES AND SELECTION PROCESS**

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

The current Board of Directors includes:

**Oliver Bajracharya**  
*Attorney, Christie, Parker, Hale, LLC*  
As a patent and trademark attorney, Mr. Bajracharya counsels clients with respect to their intellectual property assets and helps them manage and grow their portfolio. He has worked extensively with domestic and international companies specializing in various areas of technology, including medical devices, consumer electronics, sporting equipment, and apparel. Mr. Bajracharya works at Christie, Parker & Hale, a Pasadena law firm specializing in intellectual property, and in his spare time he enjoys playing soccer and cooking. Mr. Bajracharya received a BS in Mechanical (Biomedical) Engineering from Cornell University and a JD from Tulane Law School.

**Pilar Buelna**  
*Executive Director of Social Services, The Salvation Army Los Angeles Area Command*  
Ms. Buelna has extensive experience in the non-profit sector. As Executive Director at The Salvation Army, she provides leadership and direction to a Department of nine social services sites in program planning and development, personnel management, contract compliance, budgeting, quality assurance and evaluation. Services under her purview include child care and youth centers, emergency housing for families, transitional housing for veterans, permanent housing for families living with AIDS, mental health and drug and alcohol rehabilitation. Prior to her work at The Salvation Army, Ms. Buelna worked in the educational non-profit sector at Families In Schools as the Director of the Parent Information & Resource Center, a federal grant. Through this grant, she worked in partnership with Los Angeles Unified School District (LAUSD) to promote parental involvement for increase student achievement. Ms. Buelna began her career as a children’s social worker with the Department of Children and Family Services and at City of Hope National Medical Center as a medical social worker. She received a Masters in Social Work from San Diego State University, a BA in English from California State University Northridge and is a licensed psychotherapist in the state of California.

**Ranie Lambe**  
*Director of Strategic Partnerships, Revolution Prep*  
Ms. Lambe works at Revolution Prep, supporting urban middle and high schools through educational programs to increase student proficiency rates and college readiness. An educator for over ten years, education is one of Ms. Lambe’s passions. After seeing the line between affluence and poverty first hand in Los Angeles, Ms. Lambe’s focus shifted to impacting education in urban communities. Partnership within the community is a core belief, bringing parents, students, educators and community members together. Ms. Lambe works with each of these stakeholders delivering workshops and events that increase communication and support. She is involved with Heart of Los Angeles Youth (HOLA), an afterschool program serving students in the Rampart District. She is also active in the charter school community nationally
via her work at Revolution Prep and as an advocate for education reform. While completing her graduate work, Ms. Lambe was Customer Service Manager and Store Trainer at Nordstrom in Seattle and Southern California. Ms. Lambe completed her BA in French at the University of Washington and MA in Education at Seattle Pacific University.

Katie Rosholt  
Senior Director, United Entertainment Group  
Ms. Rosholt’s responsibilities include developing and implementing entertainment-marketing strategies for several clients. Katie has expansive experience in consumer lifestyle marketing with an expertise in activating national strategic partnerships, negotiating sponsorships and celebrity spokespersons, executing high-profile events, and engaging consumers via online and traditional media channels. She previously worked in public relations for IPG/Current, Edelman, CKPR and at J.M. Glass & Associates. Katie is a graduate of Indiana University and is an active volunteer in her community. In her hometown of Chicago, she served as a Make-A-Wish Foundation of Illinois Wish Ball board member for several years and also a Development Board member for Bright Pink, a national non-profit that provides education and support to young women who are at high risk for breast and ovarian cancer.

Brett Snyder  
Founder, Cranky Flier LLC  
Mr. Snyder is the founder of Cranky Flier LLC, a company focused on assisting air travelers via its Cranky Concierge (crankyconcierge.com) air travel assistance service and CrankyFlier.com website. He has an extensive background with the travel industry, having worked for USAir, America West, Eos, and United in the areas of revenue management, marketing, sales, and strategy. Prior to founding his own company, Mr. Snyder worked for PriceGrabber.com, a comparison shopping site with more than 24 million unique users per month, where he built and managed the travel site in addition to managing new products for the site and community efforts. In his younger days, he was the youngest known travel agent in the United States at the age of 12. Mr. Snyder has a BA in Marketing and Tourism Studies from The George Washington University and an MBA from the Stanford Graduate School of Business.

Aarthi Sowrirajan  
Assistant Vice President, Canyon-Agassi Charter School Facilities  
Aarthi Sowrirajan is an Assistant Vice President of Canyon-Agassi Charter School Facilities Fund. Ms. Sowrirajan is responsible for underwriting and analyzing investment opportunities, providing support throughout the negotiation and execution of deals, managing fund finances, investor relations and the various operational needs of the Fund. Prior to joining Canyon-Agassi, Ms. Sowrirajan was an Associate at Deutsche Bank Securities in the Structured Products Group, underwriting deals and structuring debt financing for non-prime mortgage originators and credit card companies through bond offerings in the capital markets. She has also held a position as a Summer Associate at Credit Suisse within various Equity and Debt Sales and Trading teams. Ms. Sowrirajan is a graduate of the University of Chicago (B.A., Honors, Economics) and the Wharton School of the University of Pennsylvania (M.B.A.).

Alyssa Valentine  
Realtor, Nourmand & Associates  
Originally from Pennsylvania, Ms. Valentine moved to Los Angeles over 10 years ago after beginning her real estate career in Lake Tahoe. Having learned the business from a few top West-side agents, she obtained her license in 2005 and focused her attention on the East-side communities she has always loved. With a recent move to Nourmand & Associates, she and her husband serve a variety of clients throughout greater Los Angeles ranging from first time
buyers, experienced investors and everyone in between. Throughout her career, Ms. Valentine has earned numerous sales awards for top production. As a Keller Williams Realty agent, she served for two years on the Agent Leadership Council, a board of the top agents nominated to serve the needs of the community and assist in the education of new trainees. She has also compiled extensive renovation experience having fixed and sold nine properties in 2010 & 2011 in addition to her traditional real estate business. Ms. Valentine is a graduate of Indiana University.

Each member of the Board was carefully chosen for his or her passion and commitment to our mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of Equitas Academy. At all times, the Board will strive to seat members that have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, or public relations. The Executive Director shall not serve on the Board and shall not vote in Board elections.

II. BOARD MEETINGS AND DUTIES

The Board of Directors meets at least quarterly during the school year in accordance with the Brown Act. Additional meetings may be called as necessary and comply with all of the provisions of the Brown Act. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and posted near the entrances of the school, at the entrance of the school’s main office, and on the school’s website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting.

The Board of Directors is fully responsible for the operation and fiscal affairs of the school, including but not limited to the following:

- Promote, guard and guide the vision and mission of Equitas Academy;
- Ensure the school meets its mission and goals;
- Hire, supervise, and evaluate the Executive Director;
- Approve all contractual agreements above $5000;
- 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 Equitas Academy in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices and approve annual independent fiscal audit and performance report;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support Equitas Academy;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Monitor student achievement to ensure progress toward fulfillment of the school’s mission;
- 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;
• Appoint an administrative panel or act as a hearing body and 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 schools are 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 Academy 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.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

III. ORGANIZATIONAL STRUCTURE AND LEADERSHIP TEAM

The Board of Directors supervises the Executive Director. The Executive Director is responsible for hiring the Director of Curriculum and Instruction (DCI). The DCI hires the teachers. As Equitas continues to grow as an organization, capacity is being developed for a central office to oversee the various network schools. Currently, the central office includes:

**Executive Director:** Effectively implements mission, reports to Board of Directors, hires, fundraises, manages leadership team, oversees all aspects of the school’s financial, operational, and educational operations, leads all strategic planning and oversee the network of schools

**Director of Operations:** Responsible for day-to-day operation of organization, assists Executive Director in regards to compliance of federal, state, local and private funding financial reporting, budgeting, human resources, payroll, petty cash, accounting, and facility management

**After School Director:** Oversee the AfterSchool Program and implements the budget for the ASES program, curriculum, grant reporting and supervision of staff.
Our school site organizational chart is included below. The boxes shaded in green are staff housed at the elementary school (blue shading is network staff).

ExEd currently handles the schools' back office services. On a monthly basis, ExEd publishes a Financial Dashboard as part of its board package. The dashboard reveals charts on trends in cash balances, ADA changes, and income from operations. Also there is a table showing year to date verses budget line items for revenue and expenditures, and a state budget update. In addition, calculations are shown for revenue per ADA and cost per ADA. Finally, enrollment stats as well as various financial ratios are shown in this one page document. This document allows board members and the leadership team to have an overview of the fiscal standing of the school, while at the same time provide identify any glaring issues that can have a material effect on running the school's operations (i.e. upcoming state budget mandates, drops in ADA vs. budget, variances for budget vs. actual in revenue and expenditures.)

IV. FAMILY AND COMMUNITY INVOLVEMENT

Along with our strong committed Board, Equitas Academy believes families play a key role in the education of their children. Equitas Academy utilizes family involvement to forge parent partnerships with the school through the creation of a School Site Council (SSC). Meaningful participation for SSC occurs through meetings. These meetings are facilitated through an elected council with school leaders, school staff and parents. The SSC review the School Site plan, drafts, and approves the budget and accountability goals.

We encourage teachers, families, and students to provide input and feedback on the school. We encourage teachers’ attendance at board meetings and also encourage student leadership by having students attend and provide reports to the Board. In developing partnership with parents, a key message of the school is to involve families in the academic success of their children. The SSC meetings are a way to involve families and connect parents to the schools. This relationship building is an extension of the work of increased student learning. Equitas Academy will find meaningful ways to engage teachers and build relationships with families.
Element 5 – Employee Qualifications

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

**EQUAL EMPLOYMENT OPPORTUNITY**

Equitas Academy 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**NCLB AND CREDENTIALING REQUIREMENTS**

Equitas Academy shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Equitas Academy consists of committed professionals who provide all children an excellent educational program. All staff members are committed to the mission and vision of Equitas Academy and work diligently to assure they are accomplished. All staff members are actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of the school.

I. **QUALIFICATIONS OF EMPLOYEES**

Equitas Academy is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students and the mission of the school. All teachers and staff are “at-will” employees, in accordance with California law, meaning that the employment relationship can be severed by either party at any time, with or without cause. All employees will be compensated commensurate with their experience and job responsibilities, and will receive benefits, including health insurance and retirement plans, as detailed in the Employee Handbook which all employees will receive. Job descriptions, work schedules, compensation, benefits and other terms and conditions of employment will be reviewed and modified as necessary to meet the needs of the school and students.

A. **LEADERSHIP TEAM**

**Executive Director:** The Executive Director’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 Academy
- 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 Director of Curriculum and Instruction
- 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 Executive Director will have key administrative duties including:

- Provide day–to–day leadership of the school
- Recruit, hire, evaluate, and terminate all staff members
- Manage leadership team
- Recruit and enroll students, including public lottery
- Administer, teach and lead professional development when appropriate
- 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 Leadership Team.
- Recommend staffing levels and budgetary priorities to the Board of Directors
- Provide leadership and empower Director of Curriculum and Instruction 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
- 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 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

Director of Curriculum and Instruction: The Director of Curriculum and Instruction 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
• 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
• Lead 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 academic accountability goals
• Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
• Support the needs of the faculty and the Dean of Student and Family Life in reaching the goal of all children learning
• Work collaboratively with the Executive Director
• 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 Director of Curriculum and Instruction must uphold. These include but are not limited to:
• 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, CELDT 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 Executive Director

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

Dean of Students and Families
The primary role of the Dean of Students and Families is to support the students and families through effective and constant communication, dissemination of information, and fair enforcement of school policies and procedures. The Dean of Students and Families is responsible for dealing with student needs, building and maintaining parent relationships, and the character development of our students. The Dean of Students and Families is an important member of the administrative team.

Below are some of the leadership characteristics the Dean of Students and Families will be expected to exhibit.

• Embody the characteristics that the school values, especially perseverance, social responsibility, and professionalism
• Provide all relevant data, reports and information to the administrative team
• Organize, help administer and serve as a liaison to the Family Leadership Council
• Sustain and monitor a safe, orderly, disciplined culture of high academic and behavioral standards
• Provide all relevant documentation and reporting to the rest of the Administrative Team
• Communicate with families on a regular and consistent basis
• Assist in the development of structures and systems to assist in building consistency within the school
• Lead community meetings, school culture meetings, and other committees
• Provide specific professional development to the rest of the faculty when appropriate

In addition to the leadership expectations, the Dean of Students and Families will also be expected to carry some specific administrative duties.

• Coordinate disciplinary systems in-school suspensions
• Evaluate behavior through detailed data analysis of student and teacher performance on a wide variety of metrics and present the data to school constituencies in an easily accessible format
• Provide the necessary support to faculty so that they can help administer the school’s policies
• Prepare and submit timely reports and evaluations to all funding sources and external agencies
• Organize and coordinate the end of the year trips for each prospective grade level
• Oversee Homework Club, Saturday School, and detentions
• Teach if needed
• Complete other tasks assigned by the Executive Director.

Qualifications and Experience
• Strong commitment to the mission and vision of Equitas
• Experienced in education, strategic planning, and communication techniques
- Experience with youth programs, successfully working with urban youth
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenge
- Teaching or administrative 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 diversity of people
- Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges
- Exceptional public speaker and writer
- Energy and entrepreneurial spirit for a start-up charter school
- Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Masters level advanced degree preferred

**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 Executive Director 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 Executive Director
• Supervise the Office Clerks

Qualifications and Experience
• Commitment to Equitas Academy’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

Director of Operations
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 Executive Director 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 Executive Director
• Oversee process of meeting compliance of local, state, and federal requirements
• Oversee charter renewal and yearly authorizer visits
• Complete any other tasks given by Executive Director
• 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

After School Site Supervisor
Under the supervision of the After School Program Director, the Site Supervisor is responsible for the implementation and oversight of the after school program. Responsibilities will include supervision of all program staff, program activities, educational, recreational, counseling, and sports.

Primary Responsibilities:
• Supervises and evaluates all staff, including maintenance of performance logs.
• Participates in interview, selection, assignment, and orientation of program staff.
• Assigns and monitors program leaders tasks.
• Meets with staff on a weekly basis, individual and as a group.
• Assists the program director to ensure that all government contract and ASES standards are met at all times.
• Develops and supervises staff activities, including staff development and training.
• Works with program director to ensure the implementation of the enrichment curriculum.
• Acts as program liaison to schools, law enforcement, and other community agencies.
• Monitors and requests adequate instructional supplies for the program.
• Ensures that staffs turn in paperwork forms on a timely basis.
• Ensures that staff maintains logs documents adequate information of participant’s school, personal information and family progress.
• Reports regularly to the program director with issues of concern that need immediate attention.
• Must have the ability to nurture respectful relationship with scholars, families and must be sensitive to the scholars cultural and socioeconomic characteristics.
• Carries out mission, vision, and values established by the Executive Director and Board of Directors.
• May perform other administrative duties as assigned by the program director.

Qualifications:
• AA degree or 60 semester units completed with at least 24 units in Child Development, Human Services, Recreation or related field, plus 3 units in Administration.
After School Program Leaders
Under the supervision of the site supervisor, assists in the coordination and implementation of the day-to-day operations of the after school program. Program contains daily tutoring, homework, enrichment, and physical activities components.

Primary Responsibilities:
- Responsible for planning in the supervision and implementation of the afterschool program.
- Assist with the development and implementation of the curriculum and maintaining reports.
- Prepare, plan and develop a schedule and lesson plans that are consistent with the mission of Equitas Academy.
- Maintain high behavioral expectations for student behavior.
- Enforce Equitas Academy’s positive discipline policies.
- Work and assistant teachers during the school day with instruction, oversight, and supervision of students.
- Follow policies and procedures for health, safety, and nutrition.
- Maintain open lines of communication with staff, parents, and other stakeholders.
- Perform other duties as assigned.

Qualifications:
- High school diploma or equivalent.
- Criminal clearance, including fingerprints and TB Test
- 6 months experience working with and supervising children.
- Bilingual English/Spanish preferred.
- Current CPR and 1st Aid Certificate within 3 months of employment.

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 Executive Director, Director of Curriculum and Instruction 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

B. TEACHER QUALIFICATIONS

All teachers are required to possess and maintain a current California Commission on Teacher Credentialing Certificate, permit, or other document that would satisfy school district requirements and meet all legal requirements to teach in California public schools. All core subject teachers must be “highly qualified” as that term is defined under the No Child Left Behind Act (NCLB), and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools. In addition, Equitas Academy places priority on hiring teachers who possess a Cross-cultural, Language, and Academic Development (CLAD) certificate, a Bilingual Cross-cultural, Language, and Academic Development (BCLAD) certificate (or equivalent), to ensure that they have appropriate academic preparation to address the needs of students who are English learners.

In addition, a teacher of the four core academic subjects (ELA, Math, Science, Social Studies) must have:
• Bachelor’s degree
• Demonstrated classroom and subject matter competence
• Background Clearance from DOJ
• TB clearance

Leadership Skills and Characteristics
• Embody and advocate the mission, vision, and strategic direction of the school
• Work closely with the Director of Curriculum and Instruction 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 Executive Director or Director of Curriculum and Instruction
• 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 he arrival and departure, transitions between class periods, and lunch periods
• Complete lesson plans and submit to Director of Curriculum and Instruction 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 Director of Curriculum and Instruction or Executive Director

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
C. STAFF QUALIFICATIONS

Equitas Academy ensures that all requirements for employment set forth in applicable provisions of law are met. The Equitas Academy staff ideally has a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the Los Angeles community and the student body as possible. It is equally important that staff members are committed to the mission of the school and contribute positively. General qualifications will include:

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Administrative skills
- Interest in seeking out productive collegial interaction and professional growth
- Exemplification and embodiment of the school’s core values of integrity, perseverance, dignity, pride, respect and compassion
- Ability to successfully work with target population

II. STAFF RECRUITMENT AND SELECTION PROCESS

In order to deliver on our rigorous academic program, Equitas Academy 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. To ensure selection of the highest quality staff, we implemented the following staff selection process:

- The Board of Directors hires the Executive Director
- All other staffing decisions will be made by the director supervisor
- Posting of job openings (online, newspaper, through referrals, and email)
- Use of teacher recruitment agencies (Teach for America) and career fairs
- Request of a resume, cover letter, and short essay responses
- Short introductory interview (in-person or by phone)
- Sample teaching lesson followed by debrief
- Extensive interview with multiple members of the school’s existing staff
- Verification of credential and previous employment, state background checks, and professional and personal reference checks of strong candidates
- Offers of employment to the strongest candidates

To ensure selection of the highest quality staff, we implemented the following staff selection process:

- Posting of job openings (online, newspaper, through referrals, and email)
- Use of teacher recruitment programs and career fairs
- Request of a resume, cover letter, and short essay responses
- Short introductory interview (in-person or by phone)
- Sample teaching lesson followed by debrief with Director of Curriculum and Instruction
• Extensive interview with multiple members of the school’s existing staff
• Verification of credential and previous employment, state background checks, and professional and personal reference checks of strong candidates
• The Executive Director or direct supervisor will make the offer of employment to the strongest candidates

To attract and retain outstanding teachers, teachers are regarded as respected professionals. They receive competitive compensation packages and have regular access to computer technology, telephones, voicemail, email, and other necessary instructional resources. Teachers are eligible for bonuses based on exceptional student performance, measured by both internal and external evaluative measures.49

III. EMPLOYEE RECORDS

Equitas Academy maintains current copies of all teacher credentials and ensures that they are readily available for inspection. Equitas Academy takes all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, the California Charter School Association, the Charter School Development Center, and local newspapers. Equitas Academy seeks to maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

The Equitas Academy Executive Director or designee ensures that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with No Child Left Behind. Credentials are reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials are kept at the school.

IV. PERFORMANCE EVALUATION

Due to the profound impact that teachers have on students, only the most effective teachers will be retained at the school. 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.

In 2011-11, our flagship school implemented a comprehensive multiple measure teacher evaluation program which has been very effective in helping school leaders determine specific coaching and professional development for individual teachers, and assess progress towards individual annual achievement goals. At the beginning of each year and again at the mid-year point, each teacher meets individually with the Director of Curriculum and Instruction (DCI) to define specific Goals and Performance Indicators tied to his/her job description, which are then evaluated mid-year and year-end. Self-evaluation is a critical component of this process, as each teacher reflects on his/her performance and achievement of each Goal, as well as the universal areas of Performance Review applicable to all faculty including: Planning and Curriculum; Implementation/Instructional Delivery; Student Learning; Behavior Management;

49 Each year, compensation packages are based on budget availability. Teachers that exceed their performance evaluations are eligible for a 2-5% annual raise as well as an additional compensation bonus. Actual amount will depend on performance through observation, student assessments, and overall effectiveness in the classroom.
Professionalism; Interpersonal Skills; and Professional Development. Each Goal and Performance Review category is rated by both the teacher and his/her supervisor with one of five ratings:

5 = EXTRAORDINARY PERFORMANCE (rarely achieved) Astonishing performance. Employee performance is truly extraordinary--at its highest and exemplary. Employee demonstrates a model of performance that could not be enhanced.

4 = EXCELLENT PERFORMANCE Exceeds most position requirements and expectations. Improvement is not required, but may be possible.

3 = MEETS EXPECTATIONS Effective performance. Meets most position requirements and expectations. Shows strong promise for future growth and higher attainment. Improvement is expected to move toward greatness within certain areas.

2 = BELOW EXPECTATIONS Performance frequently requires improvement to meet the standard and/or overall performance does not match the quality and quantity of peers. Improvement is required.

1 = DOES NOT MEET MINIMUM STANDARDS Does not meet minimum standards in critical aspects of the job and has numerous performance deficiencies that prevent success at Equitas Academy.

In addition to assigning a score, the teacher and DCI each have the opportunity to make narrative comments on the evaluation form. Where areas of improvement are identified, the DCI works with the teacher to develop a specific action plan that forms the basis for the upcoming period’s goals and performance indicators. The DCI provides intensive coaching and support to teachers who are struggling, including two observations and a coaching session each week. Teachers who fail, over time, to make improvements or meet expectations may have their employment terminated or not renewed for the coming school year. Conversely, those who consistently demonstrate exemplary performance are given opportunities to develop their leadership skills by mentoring other teachers, leading grade-level teams, serving a role on the leadership team and serving as a BTSA provider. Ultimately, these teachers may be promoted to school leadership positions, including Coach, Curriculum Specialist, Director of Curriculum and Instruction and Dean of Student and Family Life.

Based on teacher feedback and our Board’s strategic planning process, Equitas Academy has worked to increase the level of administrative support for our teachers to ease their work load and facilitate their efficacy. We look to add a curriculum specialist to assist with the change to Common Core and help teachers with lesson planning. As our organization grows, in 2013-14 we plan to hire a Director of Talent in the network office to facilitate hiring and work with our school leaders to facilitate onboarding new staff and ensure that candidates are qualified and fit the Equitas school culture, and that faculty and staff are evaluated and supported effectively.

V. NO CHILD LEFT BEHIND

Equitas Academy complies with all State and federal mandates and legal guidelines relative to NCLB. As a California charter school, Equitas Academy is able to more efficiently and effectively address a majority of the objectives of NCLB, such as:

- Provide educational choice for parents and students, particularly for those who would
otherwise attend low-performing schools
• Incorporate proven principles and research-based teaching and learning strategies that lead to improved student achievement
• Focus on increased accountability for student achievement
• Provide a challenging academic curriculum that is based on State and national standards
• Participate in annual State assessments and disaggregate student achievement results to ensure that no student group is left behind
• Set achievement goals that meet or exceed AYP objectives and work to close achievement gaps across ethnic groups
• Utilize instructional strategies and professional development drawn from scientifically based reading research to help young children to attain the fundamental knowledge and skills they will need for optimal reading development
• Incorporate practices that are grounded in scientifically based research to develop teachers as professionals
• Recruit high-quality teachers according to State and federal guidelines
• Plan implementation of programs for the benefit all students, including limited English proficient students, students with special education needs, under-achieving students, and students at risk of school failure due to circumstances of poverty
• Maintain a safe and drug-free school environment for all students

As described in detail in this charter petition, the combined elements of Equitas Academy wholly address all of the above goals of the No Child Left Behind Act.
**Element 6 – Health and Safety Procedures**

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

**HEALTH, SAFETY AND EMERGENCY PLAN**

Equitas Academy shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. Equitas Academy shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.

Equitas Academy maintains and implements a comprehensive set of health, safety, and risk management policies, developed in consultation with the school’s insurance carriers. The Health and Safety Policy will be kept on file in the main office and will be available for review upon request. All school staff is trained annually on safety procedures. The policies are reviewed on an
ongoing basis in the school's staff development efforts and governing board policies. At a minimum, the Policy will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Mantoux Tuberculosis (TB) tests.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that has a valid certificate of occupancy. Periodic inspections shall be undertaken, as necessary, to ensure such applicable safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the School to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- A policy that details pest management at the school that is in compliance with the Healthy Schools Act (Ed Code §17608).

The following is a summary of the health and safety policies of Equitas Academy:

**Monitoring Credentials**
Equitas Academy maintains current copies of all teacher credentials and ensures that they are readily available for inspection. The Equitas Academy Executive Director or designee ensures that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purposes of compliance with No Child Left Behind. Credentials are reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials are kept at the school and be readily available for inspection. Equitas Academy complies with all State and Federal laws concerning the maintenance and disclosure of employee records. Teachers of core content areas are required to 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.

**Food Service and Other Auxiliary Services Safety**
Equitas Academy contracts with an outside agency for its food service needs. Equitas Academy is responsible and accountable for filing all documents necessary for operating the food service
program, as well as for reimbursement from the State. Equitas Academy ensures that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials.

**CPR Training**
All instructional staff and school leadership are CPR and first aid certified.

**Blood Borne Pathogens**
Equitas Academy meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

**STAFF RESPONSIBILITIES**
All employees will be responsible for their own safety, as well as that of others in the workplace. Equitas Academy relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Equitas Academy’s premises, or in a product, facility, piece of equipment, process, or business practice for which Equitas Academy is responsible, the employee will bring it to the attention of their supervisor or Director of Curriculum and Instruction immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Director of Curriculum and Instruction.

Employees are encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis Equitas Academy may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

**PRESCRIPTION MEDICATIONS**
Equitas Academy will adhere to Education Code Section 49423 regarding administration of medication in school.
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 to achieve its goals. 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. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

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

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

Equitas Academy shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. Equitas Academy shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.
Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Equitas Academy under the NCLB-PSC program increases in subsequent years, Equitas Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**FEDERAL PROGRAM COMPLIANCE**

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

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

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

- Hold an annual Title I meeting for parents of participating Title I students.

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

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

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

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

- Maintain inventory of equipment purchased with categorical funds, where applicable.

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.
Equitas Academy also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

Equitas Academy will open with 100 TK/K students in the summer of 2014 and will serve 500 students in TK-4.

I. **RECRUITMENT METHODS**

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pico Union Housing Corporation</td>
<td>Information session, flyer distribution</td>
</tr>
<tr>
<td>Bill Cruz Day Care</td>
<td>Information session, flyer distribution</td>
</tr>
<tr>
<td>RedShield - The Salvation Army</td>
<td>Information session, flyer distribution</td>
</tr>
<tr>
<td>Alegria Day Care</td>
<td>Information session, flyer distribution</td>
</tr>
<tr>
<td>LA Day Care</td>
<td>Information session and flyer distribution</td>
</tr>
<tr>
<td>Pico Union Library</td>
<td>Flyer distribution</td>
</tr>
<tr>
<td>Markets</td>
<td>Flyer distribution</td>
</tr>
<tr>
<td>Toberman Park Recreation Center</td>
<td>Information session, flyer distribution</td>
</tr>
</tbody>
</table>

Our outreach efforts attempt to attain a racial and ethnic balance that is reflective of the sponsoring school district by concentrating our efforts in the proposed school neighborhood. We expect our population to mimic the local schools because our recruitment efforts are concentrated in the Pico Union neighborhood.
Element 8 – Admission Requirements

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

**McKinney-Vento Homeless Assistance Act**

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

**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.

I. **Admissions Policy/ Public Random Lottery**

Equitas Academy is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school is open to any resident of the State of California. Enrollment is on a first come, first served basis. Equitas Academy enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Equitas Academy 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 law and federal guidance, the following groups of students are exempted from the lottery:

- Students who are currently enrolled
- Siblings of admitted students.
Preference is given to pupils that reside within the LAUSD attendance area and pupils of current staff members.

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 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 is held at the location of the school 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.

Students who are offered spots will be asked to complete an Enrollment Packet to secure their spot. School staff will be available to assist families in completing this paperwork if needed.

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. When an offer occurs during the school year, families will be contacted in the order of the wait list and typically 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 admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.
Element 9 – Annual Financial Audits

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

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar
h. Statistical Report – monthly according to 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

Equitas Academy is a fiscally independent, directly funded charter school. Each fiscal year, a CA certified independent auditor verifies the accuracy of the school financial statements, attendance, and enrollment accounting practices, and internal controls. The Board selects the auditor through a request for proposal. An auditor is chosen on experience with charter school finance, auditing experience, approved by the State Controller on its published list as an educational audit provider and cost. The Board selecting the auditor does not have a direct, financial stake in matters audited.

Equitas Academy develops and implements controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Executive Director and Board are knowledgeable about the audit guide “Standards and Procedures for Audits of California K-12 Local Educational Agencies” and, as required under Ed. Code § 47605 (b)(5)(I), the school hires an independent auditor to conduct a complete fiscal audit of the books and records.

Audit exceptions and deficiencies are resolved in conference with the auditor to the satisfaction of LAUSD. Equitas Academy, specifically the Executive Director, resolves any outstanding issues within three weeks from the audit prior to the completion of the auditor’s final report. Equitas Academy provides the District, the County, the State Controller, the CDE and/or any other required agencies with the final audit results within four months following the close of the fiscal year.
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 be responsible for the appropriate interim placement of students during and pending the completion of the 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 implement operational and procedural guidelines ensuring 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, including a District representative, 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 sections 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.
**READMISION**

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.

I. **DISCIPLINE PLAN**

The entire school community is guided by a clear Code of Conduct. Implementation of the Code of Conduct is designed to ensure students engage in positive interactions with teachers and with one another throughout the school day. It also provides the necessary tools to guide students’ internal decision making in order to assist them in choices that will lead them to success in college and life. 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 Academy. A common language around school values begins from the youngest students and expands through completion of schooling. The character education curriculum goal is to have students internalize and utilize the school’s core values curiosity, optimism, gratitude, grit, self-control, social intelligence and zest.

Teachers 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 have clear policies governing suspension and expulsion listed below. Our discipline system includes tracking student behavior in order to illuminate patterns in individual and groups of students’ behaviors. We want to create a positive environment that celebrates students’ positive behaviors as well as supports students to meet the school’s expectations.

Our discipline policy includes both preventive and intervention plans for supports in the classroom with teachers and outside the classroom with school leadership. In classroom supports include consistent, fair and age-appropriate classroom behavior expectations and consequences. In kindergarten and first grade, classrooms have a tracking system to track students’ behavior. If a student is breaking a rule, such as speaking without raising a hand, the teacher reminds the student of the rule. The teacher tracks these reminders using the colored light system. Primary students that are habitually forgetting to follow a rule will be tracked using
the red color. All behaviors are tracked using an online system; Kickboard and weekly reports are sent home to parents. The teacher counsels the student, and sends a note home to the family to inform them of the behavior. If the behavior continues, the student is sent to the Director of Curriculum and Instruction (DCI). The DCI utilizes supports such as parent participation in positive reinforcement, uses another more immediate individual reward and tracking system with the student (i.e., track and reward student hourly for meeting classroom expectations), and discusses and involves student in development of behavior support plan.

For second and third graders, classrooms have the same classroom expectations, but instead of colored tracking system, teachers utilize other systems (such as soccer or basketball teams). If the student does follow the Code of Conduct and demonstrates classroom disruption (out of seat), the teacher tracks the behavior on the “basketball team chart.” Students are in the foul area. Each foul has a consequence. Foul one is a reminder, foul two is change of seat, and foul three is a loss of privilege or detention. If the behavior continues or is more extreme (vandalism, graffiti, theft, and/or fighting), the response comes from the school leadership. The DCI works with the parents in positive reinforcement and communicate with daily progress notes, behavior contracts, the DCI will provide conflict resolution training and refer to community agencies as appropriate.

For our older students, the teacher tracks misbehaviors (roster of names with number of violations). Violations hold discipline consequences. If a student is disruptive because of poor teamwork, the teacher tracks the behavior and provides the student a reminder of the Code of Conduct. If the behavior continues, the teacher continues to track and additional classroom consequences continue (i.e., change of seat, counseling with student, loss of privilege and/or detention). For behavior that requires school leadership response (such as vulgarity, vandalism, theft, fighting), the DCI invites parents to participate in positive reinforcement, refer to counseling support, assign alternative to suspension including in-school suspension or detention and/or provide conflict resolution training as appropriate.

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior. Staff enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Family Handbook which is sent to each student at the beginning of the school year. The school leaders shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education.
students except when federal and state law mandates additional or different procedures. Equitas Academy will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Any student who engages in repeated violations of the school’s behavioral expectations, or a single severe infraction, will be required to attend a meeting with the school’s staff and the student’s parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Equitas Academy is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 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

II. CAUSE FOR SUSPENSION AND EXPULSION

The Director of Curriculum and Instruction bears primary responsibility for overseeing all student discipline. The Principal 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:

- causing serious physical injury to another person
- brandishing a knife
- possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
- robbery or extortion
- offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)
- Assault or battery upon any school employee.
- Violation of the Federal Guns Free School Act

*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.
- Disrupted school activities or otherwise willfully defied the valid authority of teachers, administrators, or other school officials or personnel engaged in the performance of their duties.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
- 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.

A. PROCEDURES 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.

1. Family Conference
Suspension is preceded by a conference conducted by the Director of Curriculum and Instruction (DCI) with the student and his/her parent. The conference may be omitted if the DCI 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 is notified of the suspension and a conference is requested by Equitas Academy as soon as possible.
2. Notice to Parents/Guardians
At the time of suspension, a school employee makes a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice states the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay, and violations of school rules can result in expulsion from the school.

3. Length of Suspension
The length of suspension for students may not exceed a period of 10 continuous days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 10 continuous days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the 10th day of suspension. Arrangements are made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may be suspended from school for not more than 20 school days in any school year however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

4. Recommendations for Expulsion
Students are recommended for expulsion after the Executive conducts an investigation process (e.g. gathering written statements, questioning witnesses, conducting a pre-expulsion conference with the accused student) and 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.

5. Expulsion Hearing
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing is held within 30 days after the investigation by the Executive Director. A Fact and Findings document is prepared to summarize the evidence adduced at the hearing, to substantiate the expulsion decision. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board.

Written notice of the hearing is forwarded to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. This notice includes:

- 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 Equitas Academy disciplinary rules that relate to the alleged violation.
- The opportunity for the student or the student’s parent/guardian to appear in person at the hearing, the right to have representation, to bring witnesses and present evidence, and to challenge evidence presented by the school.

Written notice of expulsion a student is sent by the Executive Director to the parent/guardian of any student who is expelled. This notice includes the following:
The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”

Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Equitas Academy

Reinstatement eligibility review date

A copy of the rehabilitation plan

The type of educational placement during the period of expulsion

Appeal procedures/protocol

**B. APPEAL OF SUSPENSION OR EXPULSION**

The suspension of a student is at the discretion of the Director of Curriculum and Instruction. Expulsion of a student is recommended by the Executive Director and must be approved by the Board of Directors. Parents and/or guardians are notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion. A suspension appeal is heard by the Executive Director, and upon consideration the Executive Director’s decision is final. An expulsion may be appealed within five working days of the date the expulsion has been finalized by Board of Directors or an administrative hearing panel appointed by the Board. The appeal is heard by a fair and impartial panel of representatives assigned by the Equitas Academy Board of Directors. The decision of the panel of representatives of the Board is final.

In the event of a decision to expel a student from Equitas Academy, the school works cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior is communicated to the district/school to which the student matriculates. If the decision is to “not expel” the student, the student remains enrolled at the school.

**III. REHABILITATION PLANS**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Equitas Academy’s governing board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of Equitas Academy at the time the pupil seeks readmission. Students who are not reinstated are sent written notification of such, including specific reasons why reinstatement was denied; and will be given a new eligibility review date.

For student expelled from other districts, we obtain the rehabilitation plan from the expelling district and providing supports and interventions to assist these students in successfully enrolling and attending Equitas Academy.

Equitas Academy provides information to pupils and their families who have been expelled. Students may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the district.
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)

I. RETIREMENT

The Board of Directors determines which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). Non-certificated employees participate in the federal Social Security system in accordance with applicable law. As it has in the past, Equitas Academy plans to have its teachers participate in the State Teachers’ Retirement System (STRS) or a similar program, and will coordinate such participation, as appropriate, with the social security system or other reciprocal systems. Equitas works directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and Equitas are forwarded to the STRS Fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS. For full-time certificated employees who participate in the State Teacher Retirement System (STRS), employees will contribute the required percentage (currently 8.0% of salary), and Equitas will contribute the employer’s portion (currently 8.25%) required by STRS.

B. OVERSIGHT OF BENEFITS

Equitas has to date contracted with ExED to handle our payroll and accounting services.

C. EMPLOYEE POLICIES

Employee Policies relating to the terms and conditions of employment are included in Element 13.
Element 12 – Public School Attendance

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

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

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 Equitas Academy 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 Equitas Academy 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 shall be addressed as follows:

   To Charter School: Malka Borrego, Executive Director
   Equitas Academy
   1700 West Pico Blvd.
   Los Angeles, CA  90015

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

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

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

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

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

Equitas Academy is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.
Element 16 – Charter School Closure Procedures
“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

REVOCATION OF THE CHARTER

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

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

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

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 Equitas Academy, either by the governing board of Equitas Academy 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 or non-renewed by the LAUSD Board of Education; the governing board of Equitas Academy votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), 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 Equitas Academy including its nonprofit corporation and governing board.
Designation of Responsible Person(s) and Funding of Closure
Upon 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 immediately designate a person or persons responsible for conducting all closure procedures and activities, and 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 CSD, if the Closing Action is an act of Equitas Academy. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in Charter School within 72 hours of the Closure Action. Equitas Academy shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Equitas Academy 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 (SELP) in which the school participates. Equitas Academy 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 the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Equitas Academy shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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 this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Equitas Academy 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. Equitas Academy 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 school employees and vendors within 72 hours of the Closure Action. Equitas Academy shall simultaneously provide a copy of the written employee and vendor notification 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 school closure

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 and, legal guardians 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, and 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, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure

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 school closure, 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 such letters to the CSD.

**School and Student Records Retention and Transfer**
Equitas Academy shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. 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 should also 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.

4. Equitas Academy 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 the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the 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.

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit:

Equitas Academy 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. Equitas Academy 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 Equitas Academy participates, and other categorical funds will be returned to the source of funds.

Equitas Academy 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If 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.

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

Equitas Academy’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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 method by which the 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

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

**FACILITIES**

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

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

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

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

- **Use:** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

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

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

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

- **Maintenance & Operations Services:** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.
  
  (i) **Co-Location:** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant:** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).
**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

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

**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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

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

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

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

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

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional 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:

- “The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the 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 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.

**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.

**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-hour notice.

**Internal Fiscal Controls**

Equitas Academy will 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. EC 47612(b)

**Local Control and Accountability Plan**

In accordance with California Education Code §§ 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 EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)