



Equitas Academy #2

2024 California Distinguished School



Charter Renewal Petition
July 1, 2025 – June 30, 2030

Submitted: August 21, 2024
Los Angeles Unified School District
Board of Education
333 South Beaudry Avenue
Los Angeles, California 90012

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Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

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

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

Charter Renewal Criteria (As of October 2024)

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (Middle Performing)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2 by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (the “Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria. Equitas Academy #2 fits into the Middle Performing category, as determined by the California Department of Education (see below), and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a 5-year term.

Charter School Performance Category Data File - 2023

California Department of Education – Published: March 12, 2024

CDS	Dashboard School Type	Charter Type	School	District	School Type	Performance Level
19647330119982	ES	DF	Equitas Academy	Los Angeles Unified	Elementary Schools (Public)	Middle Performing
19647330129650	ES	DF	Equitas Academy #3	Los Angeles Unified	Elementary Schools (Public)	Middle Performing
19647330138883	ES	DF	Equitas Academy #6	Los Angeles Unified	Elementary Schools (Public)	Middle Performing
19647330126169	MS	DF	Equitas Academy #2	Los Angeles Unified	Intermediate/Middle Schools (Public)	Middle Performing
19647330133686	MS	DF	Equitas Academy #4	Los Angeles Unified	Intermediate/Middle Schools (Public)	Middle Performing
19647330139121	ES	DF	Equitas Academy #5	Los Angeles Unified	Elementary Schools (Public)	Middle Performing

<https://www.cde.ca.gov/sp/ch/performcategorydf.asp>

Dashboard Performance

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [High Performing and Low Performing] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(Emphasis added.)

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

Inasmuch, the following charts reflect Equitas Academy #2’s 2022 and 2023 Dashboard. The Dashboard reports how districts and schools are performing on multiple state and local indicators that make up California's accountability system. The results are used to identify strengths and weaknesses and help ensure that the needs of all students are met. In prior (and current) Dashboard reporting years, performance on state indicators were and are now again reported using colors: blue, green, yellow, orange, and red. Blue represents the highest performance level while red represents the lowest performance level. These performance levels were and are now again determined using two years of data utilizing current year performance (or Status) and the difference from prior year to show growth or decline (or Change).

However, because of the COVID-19 statewide school closures in Spring 2020, the California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California assessments were not administered. Because the Governor suspended all state-mandated assessments in Spring 2020, state indicators were not reported for the Fall 2020 and 2021 Dashboard for any school in the state of California. Therefore, for purposes of the 2022 Dashboard, and due to requirements of Assembly Bill 130, the California Department of Education could only display the then-most current year of data (or Status) on the 2022 Dashboard. Every local educational agency, school, and student group in California only received one of five Status levels on the 2022 Dashboard based on 2021–22 school year data. These Status levels ranged from Very High, High, Medium, Low, and Very Low. Change levels and performance colors were not reported in 2022.

Equitas Academy #2’s Dashboard State Indicators, 2022 (Schoolwide)

Indicator	2022 Equitas Academy #2	2022 State of California (the “State”)	2022 Los Angeles Unified School District (“LAUSD” or the “District”)
English Language Arts	Low	Low	Low
Mathematics	Very Low	Low	Low
English Learner Progress	Medium	Medium	Medium
Chronic Absenteeism	Very High	Very High	Very High
Suspension Rate	Medium	Medium	Very Low

Equitas Academy #2’s Dashboard State Indicators, 2023 (Schoolwide)

Indicator	2023 Equitas Academy #2	2023 State	2023 LAUSD
English Language Arts	Yellow	Orange	Orange
Mathematics	Yellow	Orange	Yellow

English Learner Progress	Yellow	Yellow	Orange
Chronic Absenteeism	Red	Yellow	Yellow
Suspension Rate	Green	Orange	Blue

Schoolwide, as demonstrated by the Dashboard indicators, in 2022:

- Equitas Academy #2 performed the same as the State and the District in English Language Arts, English Learner Progress, and Chronic Absenteeism.
- Equitas Academy #2's performed the same as the State and outperformed the District in Suspension Rate.

Schoolwide, as demonstrated by the Dashboard indicators, in 2023:

- Equitas Academy #2 outperformed the State and the District in English Language Arts.
- Equitas Academy #2 outperformed the State and performed the same as the District in Mathematics.
- Equitas Academy #2 performed the same as the State and outperformed the District in English Learner Progress.
- Equitas Academy #2 outperformed the State in Suspension Rate.

Equitas Academy #2's Dashboard State Indicators, 2022 (English Learners)

Indicator	2022 Equitas Academy #2	2022 State	2022 LAUSD
English Language Arts	Very Low	Low	Very Low
Mathematics	Very Low	Low	Very Low
English Learner Progress	Medium	Medium	Medium
Chronic Absenteeism	Very High	Very High	Very High
Suspension Rate	Low	Medium	Very Low

Equitas Academy #2's Dashboard State Indicators, 2023 (English Learners)

Indicator	2023 Equitas Academy #2	2023 State	2023 LAUSD
English Language Arts	Orange	Orange	Red
Mathematics	Orange	Orange	Red
English Learner Progress	Yellow	Yellow	Orange
Chronic Absenteeism	Red	Yellow	Yellow
Suspension Rate	Green	Orange	Blue

For English Learners, in 2022:

- Equitas Academy #2 performed the same as the State in Chronic Absenteeism.
- Equitas Academy #2 outperformed the State in Suspension Rate.
- Equitas Academy #2 performed the same as the District in English Language Arts, and Mathematics.

For English Learners in 2023:

- Equitas Academy #2 performed the same as the State in English Language Arts, and Mathematics and outperformed the District in English Language Arts and Mathematics.
- Equitas Academy #2 outperformed the State in Suspension Rate.

Equitas Academy #2's Dashboard State Indicators, 2022 (Hispanic)

Indicator	2022 Equitas Academy #2	2022 State	2022 LAUSD
English Language Arts	Low	Low	Low
Mathematics	Very Low	Low	Low
English Learner Progress	Medium	Medium	Medium
Chronic Absenteeism	High	Very High	Very High
Suspension Rate	Medium	Medium	Very Low

Equitas Academy #2's Dashboard State Indicators, 2023 (Hispanic)

Indicator	2023 Equitas Academy #2	2023 State	2023 LAUSD
English Language Arts	Yellow	Orange	Orange
Mathematics	Yellow	Orange	Yellow
English Learner Progress	Yellow	Yellow	Orange
Chronic Absenteeism	Red	Yellow	Yellow
Suspension Rate	Blue	Orange	Blue

For Hispanic students, in 2022:

- Equitas Academy #2 performed the same as the State and the District in English Language Arts.
- Equitas Academy #2 outperformed the State and the District in Chronic Absenteeism.
- Equitas Academy #2 performed the same as the State in Suspension Rate.

For Hispanic students, in 2023:

- Equitas Academy #2 outperformed the State and the District in English Language Arts.
- Equitas Academy #2 outperformed the State and performed the same as the District in Mathematics.
- Equitas Academy #2 outperformed the State and performed the same as the District in Suspension Rate.

Equitas Academy #2's Dashboard State Indicators, 2022 (Students with Disabilities)

Indicator	2022 Equitas Academy #2	2022 State	2022 LAUSD
English Language Arts	Very Low	Very Low	Very Low
Mathematics	Very Low	Very Low	Very Low
English Learner Progress	Medium	Medium	Medium
Chronic Absenteeism	High	Very High	Very High
Suspension Rate	Low	High	Very Low

Equitas Academy #2's Dashboard State Indicators, 2023 (Students with Disabilities)

Indicator	2023 Equitas Academy #2	2023 State	2023 LAUSD
English Language Arts	Orange	Red	Orange
Mathematics	Orange	Orange	Orange
English Learner Progress	Yellow	Yellow	Orange
Chronic Absenteeism	Red	Yellow	Yellow
Suspension Rate	Blue	Orange	Blue

For Students with Disabilities, in 2022:

- Equitas Academy #2 performed the same as the State and the District in English Language Arts and Mathematics.
- Equitas Academy #2 outperformed than the State in Chronic Absenteeism and Suspension Rate.

For Students with Disabilities, in 2023:

- Equitas Academy #2 outperformed the State and performed the same as the District in English Language Arts.
- Equitas Academy #2 performed the same as the State and the District in Mathematics.
- Equitas Academy #2 outperformed the State and performed the same as the District in Suspension Rate.

Equitas Academy #2's Dashboard State Indicators, 2022 (Socioeconomically Disadvantaged)

Indicator	2022 Equitas Academy #2	2022 State	2022 LAUSD
English Language Arts	Low	Low	Low
Mathematics	Very Low	Low	Low
English Learner Progress	Medium	Medium	Medium
Chronic Absenteeism	High	Very High	Very High
Suspension Rate	Medium	Medium	Very Low

Equitas Academy #2's Dashboard State Indicators, 2023 (Socioeconomically Disadvantaged)

Indicator	2023 Equitas Academy #2	2023 State	2023 LAUSD
English Language Arts	Yellow	Orange	Orange
Mathematics	Yellow	Yellow	Yellow
English Learner Progress	Yellow	Yellow	Orange
Chronic Absenteeism	Red	Yellow	Yellow
Suspension Rate	Green	Orange	Blue

For Socioeconomically Disadvantaged students, in 2022:

- Equitas Academy #2 performed the same as the State and the District in English Language Arts.
- Equitas Academy #2 outperformed the State and the District in Chronic Absenteeism.

- Equitas Academy #2 performed the same as the State in Suspension Rate.

For Socioeconomically Disadvantaged students, in 2023:

- Equitas Academy #2 outperformed the State and the District in English Language Arts.
- Equitas Academy #2 performed the same as the State and the District in Mathematics.
- Equitas Academy #2 outperformed the State in Suspension Rate.

Equitas Academy #2’s Dashboard Local Indicators, 2022 (Schoolwide)

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

Equitas Academy #2’s Dashboard Local Indicators, 2023 (Schoolwide)

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

Measurements of Academic Performance

The law also requires Middle Performing charter schools to provide data showing measurable increases in academic achievement:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

(Emphasis added.)

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (the “SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of

postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, Equitas Academy #2 utilizes i-Ready K-8 by Curriculum Associates.

Equitas Academy #2’s i-Ready Assessment (Verified Data) Fall 2023 to Spring 2024 Growth, 2022 (Schoolwide)

Using the i-Ready K-8 Assessments, charter schools that achieve one year’s worth of growth, adjusted for error, are determined to have exhibited sufficient growth under Education Code Section 47607.2(b). This is a more advanced approach to evaluating growth than in previous years due to the inclusion of measurement error in the calculated growth expectations. Indeed, these standards were approved by the State Board of Education at its May 2023 meeting.

For this approach to measuring growth, a charter school must, at minimum, administer the i-Ready Diagnostic in the Fall of the school year, which is used to establish each student’s expected growth during the year (known as Typical Growth in i-Ready), and again in the Spring, which is used to determine if each student has met their Typical Growth target. The i-Ready Diagnostic Growth Report then aggregates each student’s results at the grade level for each school.

Charter schools that meet or exceed the following amounts of median Typical Growth from the Fall to the Spring can be said to have achieved sufficient one year’s growth during the year:

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations

	Grades K-5 One Year’s Growth Target	Grades 6-8 One Year’s Growth Target
Math	80%	60%
Reading	75%	45%

In other words, if, for example, the median Progress to Typical Growth within a school for Grade K-5 is 80% for Math, that school is determined to have met the minimum growth expectations (i.e., one year’s growth) for the purposes of California’s Verified Data and Progress Indicator requirements for Math.

Equitas Academy #2 i-Ready Reading Growth:

Equitas Academy #2 met the one year’s growth target for Reading in all grade levels (grades 5-8) for 2023-24. Specifically, Equitas Academy #2’s 5th grade exceeded their growth target by nearly 59% and, in grades 6-8, Equitas Academy #2 tripled and quadrupled their one year’s growth targets:

	Grades K-5 One Year’s Growth Target	Equitas Academy #2
Reading	Grade 5: 75%	Grade 5: 119%

	Grades 6-8 One Year's Growth Target	Equitas Academy #2
Reading	Grade 6: 45%	Grade 6: 117%
	Grade 7: 45%	Grade 7: 182%
	Grade 8: 45%	Grade 8: 153%

(See, Curriculum Associates i-Ready Diagnostic Growth Report below. Also included in larger size as Attachment 2 to this petition.)

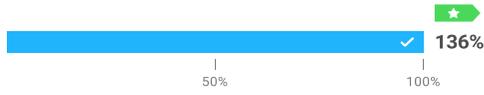
Diagnostic Growth



School: Equitas Academy CS #2
 Subject: Reading
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Spring (March 2 - End of Year)

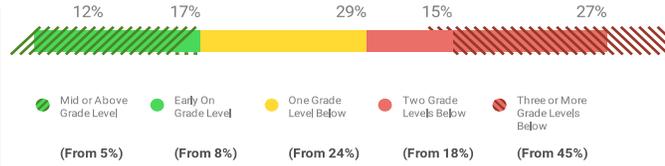
Students Assessed/Total: 382/400

Progress to Annual Typical Growth (Median)

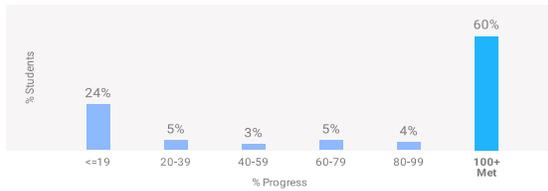


The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

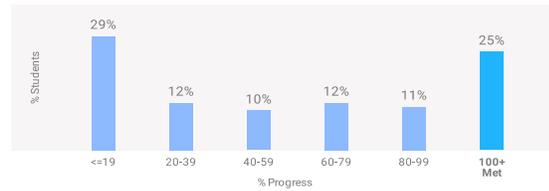
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	119%	58%	56%	25%	57%	105/106
Grade 6	117%	52%	45%	22%	52%	107/117
Grade 7	182%	70%	68%	26%	62%	82/87
Grade 8	153%	63%	55%	30%	59%	88/90

Curriculum Associates

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Equitas Academy #2 i-Ready Math Growth:

Equitas Academy #2 met the one year's growth target for Math in all but one grade level (Met: grades 6-8; Did Not Meet: grade 5) for 2023-24. Specifically, in grades 6-8, Equitas Academy #2 doubled and tripled their one year's growth targets:

	Grades K-5 One Year's Growth Target	Equitas Academy #2
Math	80%	Grade 5: 78%

	Grades 6-8 One Year's Growth Target	Equitas Academy #2
Math	60%	Grade 6: 125%
	60%	Grade 7: 140%
	60%	Grade 8: 181%

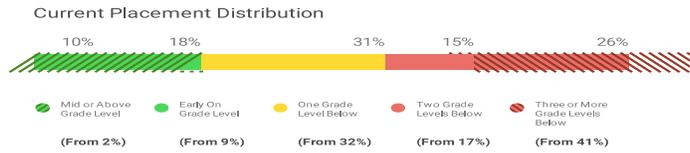
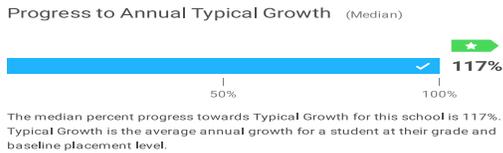
(See, Curriculum Associates i-Ready Diagnostic Growth Report below. Also included in larger size as [Attachment 3](#) to this petition)

Diagnostic Growth

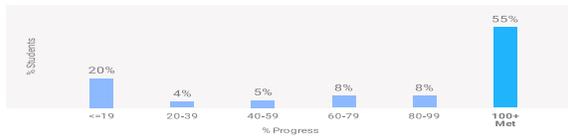


School: Equitas Academy CS #2
 Subject: Math
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Spring (March 2 - End of Year)

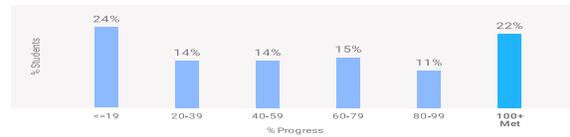
Students Assessed/Total: 385/400



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By: **Grade** Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	78%	40%	43%	11%	60%	103/106
Grade 6	125%	57%	62%	21%	58%	110/117
Grade 7	140%	62%	63%	27%	62%	82/87
Grade 8	181%	64%	71%	32%	68%	90/90

2024 California Distinguished School

On February 29, 2024, the California Department of Education and State Superintendent of Public Instruction, Tony Thurmond, announced that 293 middle schools and high schools (out of more than 2,605 middle schools and high schools in California) have been selected for the prestigious

2024 California Distinguished Schools Program, California’s school recognition program that recognizes two categories of exceptional schools: those closing the achievement gap and those demonstrating exceptional student performance.

Since its inception in 1985, the California Distinguished Schools Award remains one of the state’s most important ways to celebrate exceptional schools, districts, teachers, and classified employees for their innovation, talent, and success in supporting students.

The exceptional middle schools and high schools recognized in 2024 are illustrative of the persistence and promise of California’s students, educators, and schools. To select California Distinguished Schools, the California Department of Education uses multiple measures to identify eligible schools based on their performance on the state indicators as specified on the California School Dashboard.

Specifically, schools were selected by analyzing data reported through the 2023 Dashboard, with a focus on demonstrating excellence and growth in academic achievement and ensuring a positive school climate. Schools, like Equitas Academy #2, recognized for closing the achievement gap, enroll at least forty percent (40%) of their students from socioeconomically disadvantaged backgrounds and, in addition to demonstrating exemplary overall performance in [English Language Arts] and Math, achieve accelerated academic growth for one or more historically underserved student groups.

As noted by Superintendent Thurmond, “It is [a] pleasure to honor and recognize these 293 secondary schools [such as Equitas Academy #2] for their efforts to provide exemplary public education to all students. Excellent middle schools and high schools play a critical role in the life outcomes of our young people[.] This year’s California Distinguished Schools celebration provides us with an opportunity to recognize the hard work of our secondary educators and school staff who help our young adults discover passions and access college- and career-ready experiences that will propel them through life.”

Charter Renewal Criteria Conclusion

Equitas Academy #2 is a Middle Performing school who’s 2022 and 2023 schoolwide and subgroup performance, when providing greater weight to performance on measurements of academic performance, demonstrates that the Charter School is performing the same, and in some cases, is outperforming the State (and the District) on the state indicators included in the Dashboard. The Charter School also met all standards for the local indicators reported on the Dashboard.

Additionally, Equitas Academy #2 provided substantial data and evidence to clearly and convincingly demonstrate that the Charter School achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school. Equitas Academy #2 far exceeded one year’s growth in all grades in Reading and Math, except for a minor outlier in 5th grade Math where the grade level missed its target by only 2% points.

Finally, Equitas Academy #2 is a 2024 California Distinguished School recognized by the California Department of Education as one of the few middle schools in California successfully closing the

achievement gap and achieving accelerated academic growth for one or more historically underserved student groups.

In summary, a charter petition renewed pursuant to Education Code Section 47607.2(b) (Middle Performing) shall be granted a renewal term of 5 years. **As clearly demonstrated by the evidence above, Equitas Academy #2 meets this renewal criterion, and should be granted a renewal term of 5 years.**

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and 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.

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

GENERAL INFORMATION

<u>GENERAL INFORMATION</u>	
The contact person for the Charter School is:	Dr. Sofia Roditti, CEO
The contact address for the Charter School is:	2723 W. 8 th Street Los Angeles, CA, 90005

The contact phone number for the Charter School is:	(213) 201-5940
The current address of the Charter School is:	2723 W. 8th Street Los Angeles, CA, 90005
This location is in the LAUSD Board District:	5
This location is in the LAUSD Region:	West
The grade configuration of Charter School is:	5-8
The number of students in the first year will be:	400
The grade level(s) of the students in the first year will be:	5-8
The Charter School’s scheduled first day of instruction in 2025- 2026 is:	August 11, 2025 (proposed)
The enrollment capacity is:	400
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	8:15 a.m. – 3:15 p.m. (Monday-Thursday) 8:15 a.m. – 1:15 p.m. (Friday)
The term of this Charter:	July 1, 2025, to June 30, 2030

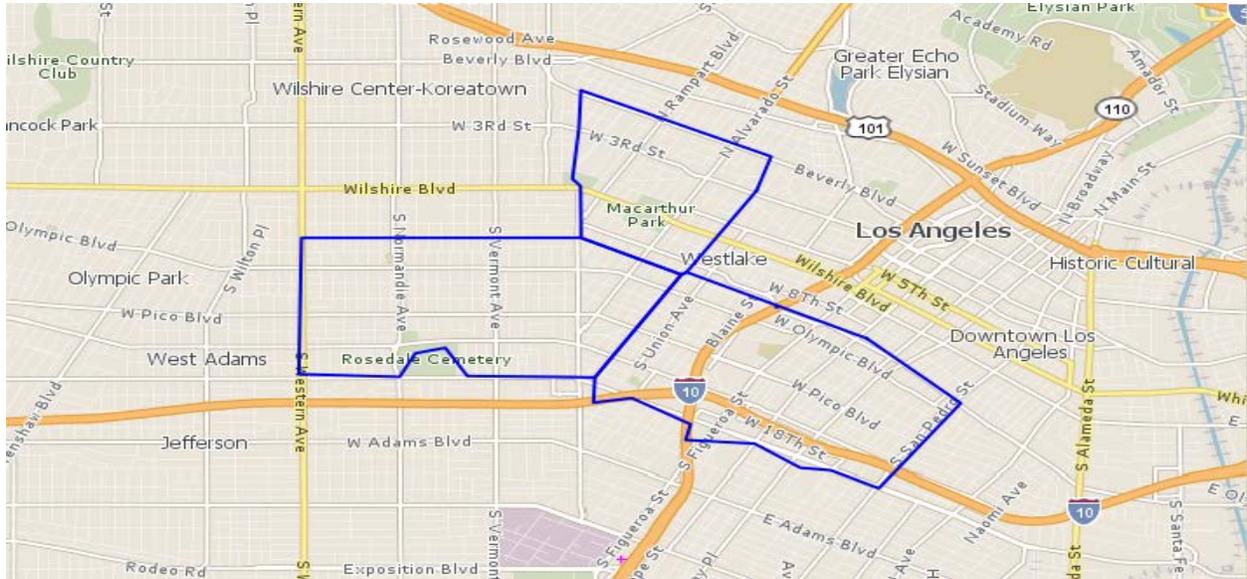
STUDENT POPULATION TO BE SERVED

Target Population

Equitas Academy #2 will continue to serve grades 5-8. Our target neighborhood is Pico-Union/MacArthur Park (zip codes 90005), illustrated in the map below – with the adjacent boundaries of West Pico, one block west of Union, within a mile of the Equitas Academy flagship school. The Pico-Union community derives its name from the intersection of Pico Boulevard and Union Avenue, west of downtown Los Angeles. In fact, the Equitas organization’s newest school facility (1612 W. Pico Boulevard) is in the figurative and literal heart of the Pico-Union neighborhood.¹ Pico-Union is a very densely populated neighborhood: ZIP code 90005 has almost 19,000 people in just 1.7 square miles, ZIP code 90006 has more than 59,000 people in 1.9 square

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.

miles, and 90057 has approximately 45,000 people in less than one square mile. 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).



Additionally, being in a historically socioeconomically disadvantaged community, Pico-Union residents have lower levels of educational achievement: 47% do not have a high school diploma (including 30% of adult residents having less than a 9th grade education). Only 14.5% have at least a Bachelor’s degree, less than half the rate city-wide (29.2%). It is well-documented that students from families with low levels of parental educational attainment are at a greater statistical risk of dropping out.²

Equitas Academy #2 student demographics mirror the Pico-Union neighborhood schools. The Charter School’s student demographics, on average, include 98% Hispanic, 2% African American. The student population includes 12.4% are Students with Disabilities; 0% Foster Youth, 28% English Language Learners; and 91.8% who qualify for Free and Reduced-Price Meals.

<u>School Year</u>	<u>Enrollment</u>	<u>African American</u>	<u>American Indian</u>	<u>Asian</u>	<u>Filipino</u>	<u>Hispanic</u>	<u>Pacific Islander</u>	<u>White</u>	<u>Two or More Races</u>	<u>Not Reported</u>
2017-18	390	1.30%	0.00%	0.30%	0.30%	97.70%	0.00%	0.50%	0.00%	0.00%
2018-19	393	0.30%	0.00%	0.30%	0.50%	98.70%	0.00%	0.30%	0.00%	0.00%
2019-20	403	0.20%	0.00%	0.50%	0.00%	98.80%	0.00%	0.50%	0.00%	0.00%
2020-21	408	0.20%	0.00%	1.00%	0.00%	97.80%	0.00%	1.00%	0.00%	0.00%
2021-22	391	0.30%	0.00%	0.80%	0.00%	97.70%	0.00%	0.80%	0.00%	0.50%

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

2022-23	388	0.50%	0.00%	0.80%	0.00%	97.90%	0.00%	0.50%	0.00%	0.30%
2023-24	401	2.00%	0.00%	0.00%	0.00%	98.0%	0.00%	0.20%	0.20%	0.00%

School Year	Enrollment	EL	Homeless	Foster Youth	SPED	FRL	SED
2017-18	390	66 (17%)	1 (0.30%)	2 (0.50%)	51 (13.08%)	380 (97.4%)	380 (97%)
2018-19	393	59 (15%)	1 (0.30%)	4 (1.00%)	41 (10.43%)	379 (96.4%)	380 (97%)
2019-20	403	77 (19%)	0 (0.00%)	5 (1.25%)	0 (0.00%)	388 (96.3%)	393 (98%)
2020-21	408	85 (21%)	2 (0.50%)	4 (1.00%)	39 (9.55%)	379 (92.9%)	388 (95%)
2021-22	391	106 (27%)	1 (0.30%)	2 (0.50%)	47 (12.02%)	357 (91.3%)	367 (94%)
2022-23	388	109 (28%)	0 (0.00%)	0 (0.00%)	54 (13.92%)	357 (92%)	363 (94%)
2023-24	401	111 (28%)	0 (0.00%)	0 (0.00%)	50 (12.47%)	368 (91.8%)	375 (94%)

Enrollment Plan

Equitas Academy #2 is an established school that has occupied a permanent private facility for over a decade. As such, the school has a consistent pipeline of students who transfer from the related schools of Equitas Academy, Equitas Academy #3, Equitas Academy #5, and Equitas Academy #6. This relationship also provides a consistent number of siblings from the related schools to enroll at Equitas Academy #2. This coupled with strong re-enrollment equates to a consistently fully enrolled school. The chart below depicts the annual enrollment plan.

	2025-26	2026-27	2027-28	2028-29	2029-30
Grade 5:	110	110	110	110	110
Grade 6:	100	100	100	100	100
Grade 7:	100	100	100	100	100
Grade 8:	90	90	90	90	90
TOTAL:	400	400	400	400	400

COMMUNITY NEED FOR THE CHARTER SCHOOL

Equitas Academy #2 prepares every student for college, career, and life pursuits and inspires them to be champions of equity. In 2012, Equitas Academy #2 was first approved by the Los Angeles Unified School District Board of Education for a five-year term (July 1, 2012 – June 30, 2017) to operate in Los Angeles’ Pico-Union neighborhood. In 2016, the Charter School was renewed for a five year term (July 1, 2017 – June 30, 2022). Due to the COVID-19 pandemic and related statutory extensions, the Charter School’s renewal term was extended to June 30, 2025. Equitas Academy #2 is operated by Equitas Academy Charter School, Inc., which also operates:

Equitas Academy: 424 students in grades TK-4; opened 2009
California Gold Ribbon School

Equitas Academy #3: 421 students in grades TK-4; opened in 2015

Equitas Academy #4: 421 students in grades 5-8; opened in 2017
2024 California Distinguished School

Equitas Academy #5: 213 students in TK-4 opened in 2019

Equitas Academy #6: 169 students in TK-4 opened in 2020

Each of Equitas' schools is in the Pico-Union community, where our Founder and original Chief Executive Officer, Malka Borrego, was raised. Consistent improvements in student achievement have been a result of Equitas' commitment to a community-centered approach where families, students, and staff collectively create a strong culture of learning and growth. Ms. Borrego founded our first school, Equitas Academy, in 2009 following her participation in the prestigious Building Excellent Schools ("BES") Fellowship program, a national incubator and school leader training program that has led to the opening of 120+ charter schools located in 29 high-need urban areas, including some of the nation's top-performing urban schools.

In Summer 2022, Ms. Borrego moved on from Equitas to explore other professional endeavors and, following a national search, the Equitas Board of Directors hired Dr. Sofia Roditti to lead Equitas. Dr. Roditti provides Equitas with over 28 years of teaching and leadership experience in K-12 public education in California. As a daughter of immigrants, Dr. Roditti was taught by her parents to dream boldly, work hard, and uphold social justice. These values and her experiences as a Latina growing up in Los Angeles propelled her towards a lifelong commitment to learning from and serving the most marginalized communities and leading for equity. Dr. Roditti has held an array of positions throughout her career, starting with her time as a teacher in South Central Los Angeles. She also has experience leading large organizations. As a school principal, she led Roosevelt High School at a time when it had over 5,000 students and a satellite location. As the Chief of Staff at San Diego Unified School District, she served as second in command in the second largest district in the state of California. Dr. Roditti holds a Master's Degree in Educational Leadership from Cal State Fullerton and a Doctorate of Education from the University of Southern California.

Dr. Roditti's leadership has focused on continuing to strengthen Equitas' commitment to providing high quality schools to the students and families in Pico-Union. Dr. Roditti has led the development of a new mission and vision which more accurately represents the evolution of the organization's identity. Amplifying voice has been the hallmark of the visioning process and the development of a six-year strategic plan. Throughout the eighteen-month process, a diverse group of educational partners, including students, parents, teachers, staff, and community members participated in the strategic planning effort. The Equitas team, with Dr. Roditti's leadership, continues to provide a

unique place to learn and grow, grounded in an indelible commitment to the Pico-Union community.

Equitas is proud of its accomplishments over its fifteen-year history, including:

- The first middle school, Equitas Academy #2, received a 2016 Gold Ribbon School designation, and recently received 2024 California Distinguished School recognition.
- The second middle school, Equitas Academy #4, also received 2024 California Distinguished School recognition.
- In 2020, Equitas Academy, Equitas Academy #2, and Equitas Academy #3 were identified within the list of the top public schools in Los Angeles County by a report published by Innovate Public Schools and by the USC Sol Price School of Public Policy and the USC Rossier School of Education.
- In 2022 Equitas Academy, Equitas Academy #2, Equitas Academy #3 and Equitas Academy #4 were named in the top 30% of public charter schools across the state of California by US News and World Report.

From 2018 to 2023, Equitas Academy #2's student population has remained relatively consistent. The student population has been approximately 98% Hispanic/Latino with the remaining 2% being a mixture of other ethnic groups. Pre-pandemic (2018-2020), almost 98% of students at Equitas Academy #2 were Socioeconomically Disadvantaged students, and 96% qualified for Free and Reduced-Price Meals. Whereas, post-pandemic (2021-2023), an average of 94% of Equitas Academy #2 students were Socioeconomically Disadvantaged, and 92% qualified for Free and Reduced-Price Meals. The average number of students identified as English Learners increased significantly since the pandemic: on average, 17% were identified as English Learners annually pre-pandemic, but post-pandemic, Equitas Academy #2 averaged 28% English Learners. Additionally, 13% of Equitas Academy #2 students have been identified as Students with Disabilities.³ Equitas Academy #2 is demonstrating that all Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities in Pico-Union can achieve academic success and desire to attend Equitas Academy #2.

Equitas Academy #2's Performance During the Current Charter Term (2017-2025)

Equitas Academy #2's current charter term includes both high pre-pandemic academic achievement levels, and post-pandemic achievement levels which are reflective of the school community's commitment to accelerating learning and closing significant skills gaps caused by almost two years of remote learning. Remote learning began during the 2020-21 school year and continued through 2021-22 for many students, which required Equitas Academy #2 to find new ways to provide individual attention, rebuild, and strengthen relationships between students and staff, and re-establish strong communication between school and home. Additional details and narrative about Equitas Academy #2 students' high pre-pandemic academic achievement, and post-pandemic gains and growth are provided in the following sections.

1. Academic Performance Data and Comparative Performance Indicators

³ California Department of Education DataQuest., (2018). (<https://dq.cde.ca.gov/dataquest/>)

Equitas Academy Charter Schools leverage proven practices, which are the foundation of the program at Equitas Academy #2. The new Mission, Vision, Values, Equitas Approach, Learner Profile, and Vision 2030 Strategic Plan reflect an innovative and collaborative approach that ensures the Charter School will meet its students' academic, social and emotional needs. The proven success of the model is helping to demonstrate that all children, including those who are English Learners, Socioeconomically Disadvantaged, Hispanic/Latino/a, and Students with Disabilities, and those who come from families where the adults have not completed high school, can and will meet the expectations outlined in the Equitas Learner Profile. The Vision 2030 Strategic Plan priorities and goals will be accomplished via the new Mission, Vision, Values, Equitas Approach, and Learner Profile. All components work together to continuously channel collective energies to prepare students for college, careers, and life pursuits, and inspire them to be champions of equity. This creates the opportunity for Equitas alumni to become leaders within the Pico-Union community.

Prior to the Covid-19 pandemic, Equitas Academy #2 demonstrated consistently high academic achievement. The following section includes detailed data analysis which demonstrates Equitas Academy #2's high student achievement pre-pandemic, and the school community and organization's efforts to reach and exceed that achievement post-pandemic. Additionally, the following data includes comparisons to LAUSD students, California students, three local elementary schools and two local middle schools, or "neighborhood schools" that Equitas Academy #2 students would otherwise attend based on their current enrollment addresses.

A. CAASPP-SBAC Proficiency Rates

Equitas Academy #2 realized strong student achievement data for multiple years pre-pandemic in English Language Arts and Math, which placed the Charter School in the top 30% of California public charter schools.⁴ Equitas Academy #2 students have also shown significant growth post-pandemic as substantiated by the 2024 California Distinguished School recognition. Additionally, Equitas Academy #2's Hispanic/Latino students, Students with Disabilities, and Socioeconomically Disadvantaged students all performed similarly to their pre-pandemic Equitas Academy #2 peers and California subgroup students. These subgroups of students also outperformed pre-pandemic LAUSD subgroup students.

Equitas Academy #2 students consistently demonstrated strong performance in English Language Arts before the pandemic, outperforming local district schools and achieving results comparable to 2018 and 2019 California students on state assessments. During these years, the Charter School's Hispanic/Latino and Socioeconomically Disadvantaged students scored similarly to their peers in English Language Arts, meeting or exceeding standards. Although Students with Disabilities had lower scores in English Language Arts when compared to their peers, they were within 1-2% of the same California subgroup in both years per state assessments.

In 2018, 50% of Equitas Academy #2 students met or exceeded the English Language Arts standard across grades 5-8. 46% of Equitas Academy #2 students met or exceeded in English Language Arts

⁴ US News and World Report Education. (2019). Best Middle Schools.
<https://www.usnews.com/education/k12/california/equitas-academy-2-273455>

in 2019. Comparatively, LAUSD students averaged 42% in 2018 and 44% in 2019. California students matched Equitas Academy #2's average in 2018 and achieved 51% in 2019.

Hispanic/Latino students at Equitas Academy #2 met/exceeded standards at a rate of 49% in 2018 and 46% in 2019. Similarly, Socioeconomically Disadvantaged students met/exceeded standards at 49% in 2018 and 45% in 2019. Students with Disabilities achieved 14% and 13% in 2018 and 2019, respectively.

Equitas Academy #2 students also demonstrated strong pre-pandemic performance in Math, consistently outperforming both local district schools and California students in 2018 and 2019. In 2018, 42% of all Equitas Academy #2 students met or exceeded the math standard, increasing to 46% in 2019. In comparison, local district students scored 32% in 2018 and 33% in 2019, while California students averaged 39% in 2018 and 40% in 2019.

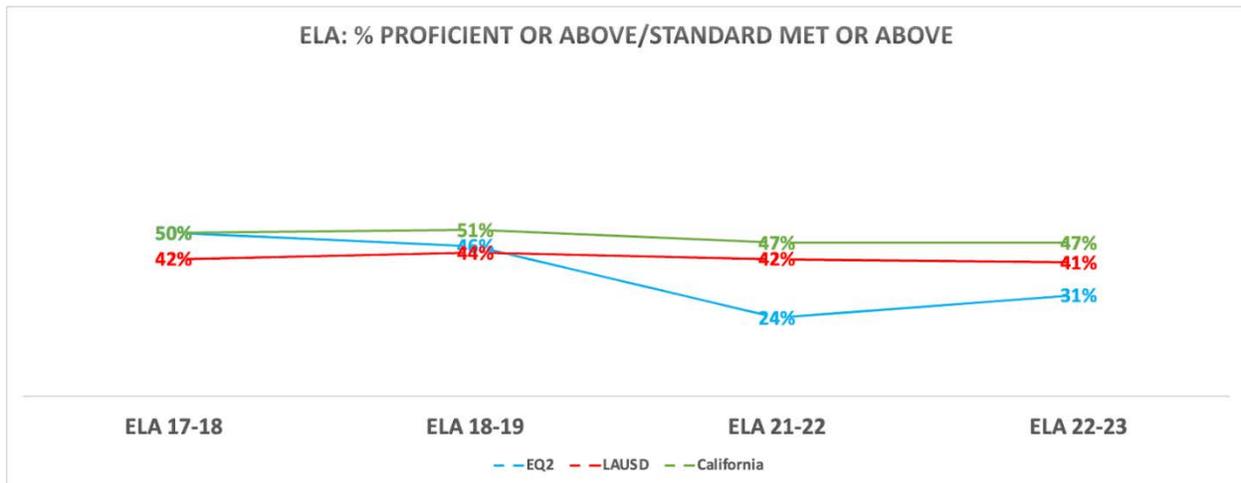
During these years, Hispanic/Latino and Socioeconomically Disadvantaged students at the Charter School scored similarly to their peers, meeting or exceeding standards. Hispanic/Latino students met/exceeded standards in Math at a rate of 42% in 2018 and 46% in 2019. Similarly, Socioeconomically Disadvantaged students achieved 41% in 2018 and 45% in 2019. Students with Disabilities met/exceeded math standards at 8% in 2018 and 13% in 2019, outperforming LAUSD and matching California students in 2019.

While Equitas Academy #2's English Language Arts performance was comparable to the State, its Math performance significantly outpaced both LAUSD and California students in 2018 and 2019.

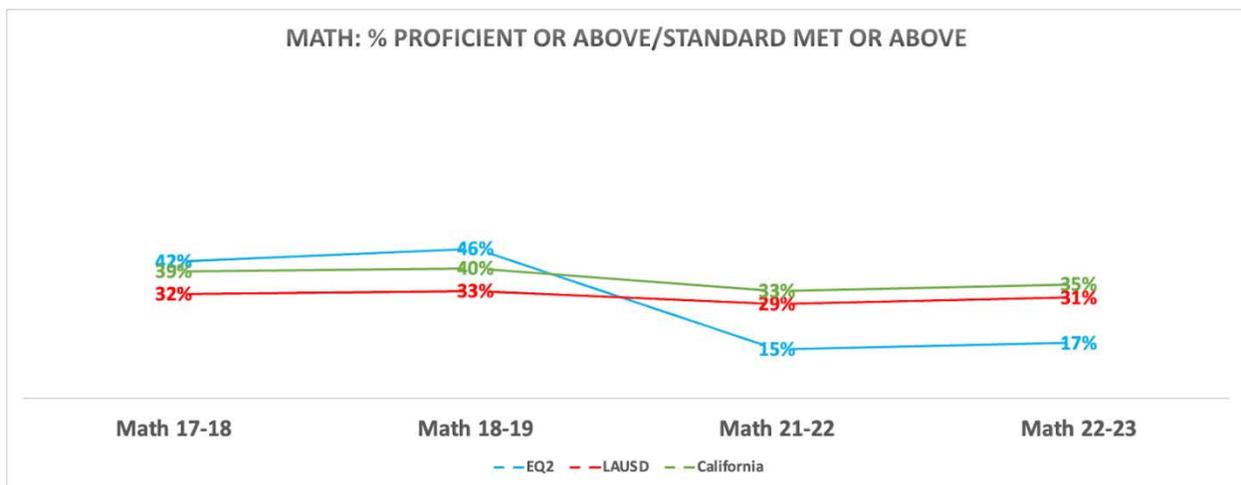
Equitas Academy #2 Smarter Balanced Assessment Consortium (SBAC) Data: 2017 - 2023									
ELA	2017-18	2018-19	2021-22	2022-23	Math	2017-18	2018-19	2021-22	2022-23
5th Grade	41%	34%	18%	35%	5th Grade	38%	46%	13%	8%
6th Grade	50%	39%	33%	27%	6th Grade	39%	38%	13%	10%
7th Grade	60%	49%	26%	33%	7th Grade	46%	42%	21%	32%
8th Grade	49%	61%	18%	29%	8th Grade	45%	60%	11%	17%
Schoolwide	50%	46%	24%	31%	Schoolwide	42%	46%	15%	17%
Students with Disabilities	14%	13%	7%	12%	Students with Disabilities	8%	13%	2%	5%

English Learners	7%	12%	1%	4%	English Learners	10%	14%	2%	0%
Socioeconomically Disadvantaged	49%	45%	23%	31%	Socioeconomically Disadvantaged	41%	45%	15%	18%
Hispanic/Latino	49%	46%	24%	32%	Hispanic/Latino	42%	46%	15%	17%
Smarter Balanced Assessment Consortium (SBAC) Data: Comparative									
LAUSD	42%	44%	42%	41%	LAUSD	32%	33%	29%	31%
California	50%	51%	47%	47%	California	39%	40%	33%	35%
Young Oak Kim Academy (6-8)	21%	26%	35%	31%	Young Oak Kim Academy (6-8)	20%	19%	15%	12%
Monsenor Oscar Romero Charter School (6-8)	21%	22%	24%	20%	Monsenor Oscar Romero Charter School (6-8)	13%	11%	10%	8%
Hoover Elementary (K-5)	57%	59%	60%	63%	Hoover Elementary (K-5)	56%	54%	53%	64%
Rise Kohyang Elementary (K-5)	No Data	No Data	No Data	32%	Rise Kohyang Elementary (K-5)	No Data	No Data	No Data	34%
MacArthur Park Elementary Visual and Performing Arts (K-5)	23%	26%	19%	25%	MacArthur Park Elementary Visual and Performing Arts (K-5)	26%	22%	15%	13%

Source: <https://caaspp-elpac.ets.org/caaspp/>



Source: <https://caaspp-elpac.ets.org/caaspp/>



Source: <https://caaspp-elpac.ets.org/caaspp/>

Like all schools across the state, Equitas Academy #2 did not participate in state testing until 2022. As students returned to in-person instruction, they faced various post-pandemic challenges. Despite the school's efforts to provide a supportive environment with personalized attention, strong staff-student relationships, and close communication with families, students at Equitas Academy #2 struggled to return to pre-pandemic levels of learning. This was likely correlated with the significant impact of the pandemic on the Pico-Union community. Multiple studies noted the outsized impact that Pico-Union experienced due to higher rates of pandemic-related deaths, unemployment, food insecurity, and limited internet access.

While Equitas Academy #2's current English Language Arts and Math proficiency data is not yet at or above pre-pandemic achievement, and there is overwhelming evidence of positive growth towards proficiency in both English and math state standards. Equitas Academy #2 students achieved outsized growth in the areas of English Language Arts and math as compared to students locally and statewide. For example, English Language Arts and Math met/exceeded data for Equitas Academy #2's 7th and 8th grade students averaged an 8% to 9% percentage point increase between 2022 and 2023, respectively. Equitas Academy #2 was also recognized as a 2024

California Distinguished School due to student growth, especially for subgroup performance in English Language Arts and Math.

- In English Language Arts, students at Equitas Academy #2 achieved an average of 24% ‘met or exceeded standard’ across grades 5-8 in 2022, which increased to 31% in 2023. In comparison, LAUSD students averaged 42% and 41% ‘met or exceeded standard’ in English Language Arts during the same years. Statewide, California students saw a drop to 47% in 2022, with no change in 2023.
- Among Equitas Academy #2’s Hispanic/Latino students, the rate of meeting or exceeding standards in English Language Arts was 24% in 2022, rising to 32% in 2023. Socioeconomically Disadvantaged students at Equitas Academy #2’s achieved 23% in 2022, increasing to 31% in 2023. Students with Disabilities at the school saw an improvement from 7% in 2022 to 12% in 2023 in meeting or exceeding English Language Arts standards.

The math achievement of Equitas Academy #2 students has been incremental yet consistent and is trending positively towards pre-pandemic levels of 'met or exceeded standard' averages, matching the growth demonstrated by students locally and statewide. For example:

- Students at Equitas Academy #2 achieved a 15% rate of ‘met or exceeded standard’ in Math in 2022, which increased to 17% in 2023. In comparison, LAUSD students had rates of 29% and 31% for those same years. Statewide, California students averaged 33% in 2022, rising to 35% in 2023.
- Equitas Academy #2’s Hispanic/Latino students met or exceeded math standards at nearly the same rate as their peers in both 2022 and 2023, with both groups increasing by 2%, from 15% to 17%. Socioeconomically Disadvantaged students at Equitas achieved 15% in 2022, improving to 18% in 2023. Students with Disabilities saw an increase from 2% in 2022 to 5% in 2023 in meeting or exceeding math standards.

Overall, when Equitas Academy #2 pre-pandemic student academic outcomes were compared to those of their local and state peers, they achieved at similar rates or outperformed peers in English Language Arts and Math. It is important to note that our comparisons include neighborhood both elementary and middle schools because the Equitas Academy #2 middle school structure includes 5th grade. Current English Language Arts and Math academic outcomes reflect growth and efforts to recover from the impact of the pandemic.

Equitas Academy #2 Smarter Balanced Assessment Consortium (SBAC) Data: 2017 – 2023: Students with Disabilities									
English Language Arts	2017-18	2018-19	2021-22	2022-23	Math	2017-18	2018-19	2021-22	2022-23
Equitas Academy #2	14%	13%	7%	12%	Equitas Academy #2	8%	13%	2%	5%

Young Oak Kim Academy (6-8)	3%	3%	6%	6%	Young Oak Kim Academy (6-8)	3%	4%	1%	2%
Monsenor Oscar Romero Charter School (6-8)	3%	3%	9%	3%	Monsenor Oscar Romero Charter School (6-8)	5%	3%	9%	5%
Hoover Elementary (K-5)	19%	11%	20%	18%	Hoover Elementary (K-5)	21%	18%	20%	31%
Rise Kohyang Elementary (K-5)	No Data	No Data	No Data	No Data	Rise Kohyang Elementary (K-5)	No Data	No Data	No Data	No Data
MacArthur Park Elementary Visual and Performing Arts (K-5)	No Data	15%	0%	26%	MacArthur Park Elementary Visual and Performing Arts (K-5)	No Data	7%	4%	5%
LAUSD	10%	12%	12%	12%	LAUSD	8%	9%	8%	10%
California	15%	16%	16%	16%	California	12%	13%	11%	12%

Equitas Academy #2 Smarter Balanced Assessment Consortium (SBAC) Data: 2017 – 2023: English Learners									
English Language Arts	2017-18	2018-19	2021-22	2022-23	Math	2017-18	2018-19	2021-22	2022-23
Equitas Academy #2	7%	12%	1%	4%	Equitas Academy #2	10%	14%	2%	0%

Young Oak Kim Academy (6-8)	1%	3%	3%	2%	Young Oak Kim Academy (6-8)	4%	4%	1%	1%
Monsenor Oscar Romero Charter School (6-8)	2%	0%	5%	0%	Monsenor Oscar Romero Charter School (6-8)	1%	0%	1%	1%
Hoover Elementary (K-5)	12%	26%	28%	27%	Hoover Elementary (K-5)	21%	29%	27%	38%
Rise Kohyang Elementary (K-5)	No Data	No Data	No Data	0%	Rise Kohyang Elementary (K-5)	No Data	No Data	No Data	14%
MacArthur Park Elementary Visual and Performing Arts (K-5)	3%	4%	1%	7%	MacArthur Park Elementary Visual and Performing Arts (K-5)	7%	2%	2%	5%
LAUSD	4%	6%	5%	4%	LAUSD	7%	7%	5%	7%
California	13%	13%	12%	11%	California	13%	13%	10%	10%

Equitas Academy #2 Smarter Balanced Assessment Consortium (SBAC) Data: 2017 – 2023: Socioeconomically Disadvantaged									
English Language Arts	2017-18	2018-19	2021-22	2022-23	Math	2017-18	2018-19	2021-22	2022-23
Equitas Academy #2	49%	45%	23%	31%	Equitas Academy #2	41%	45%	15%	18%

Young Oak Kim Academy (6-8)	21%	26%	34%	31%	Young Oak Kim Academy (6-8)	20%	18%	15%	12%
Monsenor Oscar Romero Charter School (6-8)	22%	22%	24%	21%	Monsenor Oscar Romero Charter School (6-8)	14%	11%	10%	9%
Hoover Elementary (K-5)	58%	59%	60%	63%	Hoover Elementary (K-5)	56%	53%	53%	64%
Rise Kohyang Elementary (K-5)	No Data	No Data	No Data	38%	Rise Kohyang Elementary (K-5)	No Data	No Data	No Data	41%
MacArthur Park Elementary Visual and Performing Arts (K-5)	23%	25%	19%	25%	MacArthur Park Elementary Visual and Performing Arts (K-5)	26%	20%	15%	12%
LAUSD	36%	38%	36%	35%	LAUSD	26%	28%	23%	25%
California	38%	40%	35%	35%	California	26%	27%	21%	23%

Equitas Academy #2 Smarter Balanced Assessment Consortium (SBAC) Data: 2017 – 2023: Hispanic/Latino									
English Language Arts	2017-18	2018-19	2021-22	2022-23	Math	2017-18	2018-19	2021-22	2022-23
Equitas Academy #2	49%	46%	24%	32%	Equitas Academy #2	42%	46%	15%	17%
Young Oak Kim Academy (6-8)	21%	26%	34%	30%	Young Oak Kim Academy (6-8)	19%	19%	15%	12%

Monsenor Oscar Romero Charter School (6-8)	21%	22%	23%	20%	Monsenor Oscar Romero Charter School (6-8)	13%	11%	10%	8%
Hoover Elementary (K-5)	58%	60%	61%	64%	Hoover Elementary (K-5)	56%	54%	54%	64%
Rise Kohyang Elementary (K-5)	No Data	No Data	No Data	31%	Rise Kohyang Elementary (K-5)	No Data	No Data	No Data	27%
MacArthur Park Elementary Visual and Performing Arts (K-5)	23%	27%	19%	25%	MacArthur Park Elementary Visual and Performing Arts (K-5)	27%	23%	16%	13%
LAUSD	37%	39%	36%	35%	LAUSD	26%	27%	22%	24%
California	39%	41%	36%	36%	California	27%	28%	21%	23%

B. California Science Tests (CAST) Proficiency Rates

Equitas Academy #2’s fifth and eighth graders took the California Science Tests (CAST) pre-pandemic in 2019 and resumed post-pandemic in 2022 and 2023.

- In 2019, 9% of Equitas Academy #2’s 5th graders “met or exceeded” proficiency in science standards and 26% of 8th graders met/exceeded proficiency standards. For LAUSD, 24% of 5th grade students met/exceeded standards for proficiency, and 32% of California’s students met these criteria in 2019. Comparatively, 5th grade CAST scores from the two most proximate elementary schools, Hoover and Kohyang Rise showed met/exceeded performance at 28% and 24% respectively, in science. Additionally, the 8th grade CAST scores from the two most proximate middle schools’ -Young Oak Kim and Monsenor showed an average 8% and 14% met/exceeded respectively in that same year. Both Hispanic/Latino and SED students at Equitas Academy #2 achieved similarly pre-pandemic in 2019 on the CAST assessment at 18% met/exceeded. Equitas Academy #2 did not have a significant SWD subgroup taking the 5th and 8th grade CAST in 2019.

- Equitas Academy #2 5th grade students achieved outsized growth in the area of science as compared to peers locally and statewide. From 2022-2023, the percentage of Equitas Academy #2's 5th graders who 'met or exceeded standards' on the CAST assessment increased from 8% to 22%. During the same period, Equitas Academy #2 8th graders improved their performance from 6% to 16% met/exceeded in science.
- In 2022, 22% of LAUSD's 5th graders met or exceeded science standards but remained at this same level 2023; 31% of 5th graders statewide met or exceeded science standards in 2022 but improved by only one percentage point to 32% in 2023. At Hoover, 5th-grade Science achievement decreased from 30% to 26% in the same respective years, while at Kohyang Rise, achievement fell from 30% to 28%.
- For 8th graders, Young Oak Kim saw a decline in met/exceeded standards on CAST, from 19% in 2022 to 14% in 2023. Monsenor's 8th graders improved slightly, from 10% in 2022 to 13% in 2023. As stated above, during the same period, Equitas Academy #2 8th graders improved their performance from 6% to 16% met/exceeded in science.
- For significant subgroups at Equitas Academy #2, Hispanic/Latino 5th and 8th grade students increased their performance from 7% to 19% met/exceeded in science between 2022 and 2023. Socioeconomically Disadvantaged (SED) students at Equitas Academy #2 also showed similar growth across the same period. Although no Students with Disabilities (SWD) in 5th or 8th grade at Equitas Academy #2 met or exceeded science standards in 2022, they achieved 13% and 6%, respectively in 2023.

Equitas Academy #2 California Science Test (CAST) Data for Grades 5 & 8 2017 – 2023						
School	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Equitas Academy #2 All Students	No Data	18%	No Data	No Data	7%	19%
Equitas Academy #2 5th Grade	No Data	9%	No Data	No Data	8%	22%
Equitas Academy #2 8th Grade	No Data	26%	No Data	No Data	6%	16%
Equitas Academy #2 SWD	No Data	6%	No Data	No Data	0%	9%
Equitas Academy #2 EL	No Data	0%	No Data	No Data	2%	2%

Equitas Academy #2 SED	No Data	18%	No Data	No Data	6%	19%
Equitas Academy #2 Hispanic/Latino	No Data	18%	No Data	No Data	7%	19%
Young Oak Kim Academy 8th Grade	No Data	14%	No Data	No Data	19%	14%
Monsenor Oscar Romero Charter School 8th Grade	No Data	8%	No Data	No Data	10%	13%
Hoover Elementary 5th Grade	No Data	28%	No Data	No Data	30%	26%
Rise Kohyang Elementary 5th Grade	No Data	24%	No Data	35%	30%	28%
MacArthur Park Elementary Visual and Performing Arts 5th Grade	No Data	16%	No Data	No Data	16%	10%
LAUSD Overall	No Data	23%	No Data	25%	22%	22%
LAUSD 5th Grade	No Data	24%	No Data	32%	25%	25%
LAUSD 8th Grade	No Data	23%	No Data	1%	22%	21%
CA Overall	No Data	29%	No Data	29%	29%	30%
CA 5th Grade	No Data	32%	No Data	30%	31%	32%
CA 8th Grade	No Data	31%	No Data	27%	29%	29%

Source: <https://caaspp-elpac.ets.org/caaspp/>

C. English Learner Reclassification Rates

Equitas Academy #2 demonstrated strong performance in English Learner outcomes pre-pandemic and continues to show growth in recent years. Although the rates have not returned to pre-pandemic levels, Equitas Academy #2 still outperformed the State of California. Since the state has not published official reclassification rates after 2020, our analysis relies on pre-pandemic

reclassification rates, English Learner Progress, and the English Learner Progress Indicator to assess the quality of our instructional program and support for English Learners. While California students did not participate in the California Assessment of Student Performance and Progress (CAASPP) during the 2019-2020 or 2020-2021 school years, they did take the English Language Proficiency Assessments for California (ELPAC), which replaced the former California English Language Development Test (CELDT).

2017-2019 Outcomes:

- **English Learner Progress:** In the 2019-2020 school year, 65.5% of English Learner students at Equitas Academy #2 made progress, significantly higher than the state average of 48.3%.
- **Reclassification Rate:** The reclassification rate improved from 17.9% in 2017-2018 to 24.2% in 2018-2019. Although there was a decrease in reclassification rates in 2019-2020, a strong percentage of students continued making progress toward proficiency.

2019-2023 Outcomes:

- **English Learner Progress:** In 2021-2022, the progress rate at Equitas Academy #2 was 50.5%, slightly above the state average of 50.3%. This rate remained steady at 50.5% in 2022-2023, while the state average slightly decreased to 48.7%.

	ELPAC 2019-20	ELPAC 2020-21	ELPAC 2021-22	ELPAC 2022-23
Equitas Academy #2	65.5%	No Data	50.5%	50.5%
Los Angeles Unified School District	45%	No Data	51.4%	48.4%
State of California	48.3%	No Data	50.3%	48.7%

Equitas Academy #2 Reclassification Data: 2017 – 2023				
	Reclassification Rate 2017-18	Reclassification Rate 2018-19	Reclassification Rate 2019-20	Reclassification Rate 2020-21
Equitas Academy #2	17.9%	24.2%	6.8%	13.0%

Los Angeles Unified School District	20.1%	22.8%	15.8%	5.4%
State of California	14.6%	13.8%	13.8%	6.9%

Source: Data Quest

D. Average Daily Attendance and Student Retention

In addition to academic achievement data, Equitas Academy #2 has maintained strong Average Daily Attendance (“ADA”). Over the last three years, ADA has averaged 93%. An Office Coordinator tracks attendance, chronic absenteeism and truancy and provides a report to the School Operations Manager and Principal for further consideration, and possible additional support. This support might come from multiple sources including but not limited to the Community Schools Coordinator, School Counselor, the School Attendance Review Team (SART), and/or Student Success Team (SST) as needed.

Equitas Academy #2 Average Daily Attendance: 2017 – 2023					
School Year	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023
ADA	96.7%	96.2%	96.8%	92.4%	90.0%

Equitas Academy #2 Student Retention Data: 2017 – 2023						
School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Student Retention	96.2%	96.7%	97.6%	92.1%	95.3%	96.6%

E. Suspension and Expulsion

Equitas Academy #2’s student suspension rates, both pre-pandemic and current years, demonstrate the school’s dedication to Positive Behavioral Interventions and Supports and Restorative Justice practices. Pre-pandemic suspension rates were in line with LAUSD and comparison schools, significantly lower than the California state average. Moving forward, Equitas Academy #2 is committed to eliminating expulsions entirely and significantly reducing suspension rates, reinforcing its focus on fostering a supportive and inclusive learning community.

Equitas Academy #2 Suspension and Expulsion Data: 2017 – 2023
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School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Equitas Academy #2 Suspensions	1.3%	0.0%	1.0%	0.0%	3.6%	0.5%
Equitas Academy #2 Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LAUSD Suspensions	0.5%	0.4%	0.3%	0.0%	0.5%	0.4%
LAUSD Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
CA Suspensions	3.7%	3.6%	2.6%	0.2%	3.4%	3.8%
CA Expulsions	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%

F. Internal Assessment Data: NWEA MAP to i-Ready Assessments

Equitas Academy #2 tracks student growth throughout the year, as well as year-over-year, through use of the nationally normed benchmark assessments and through formative, curriculum based and internally created assessments. Throughout most of the charter term, Equitas Academy #2 students took NWEA MAP Reading and Math assessments at the beginning of the year, middle of the year, and end-of-year. Equitas Academy #2 students took all these assessments throughout the entire charter term, except for the Spring 2020 administration which was interrupted by school closures caused by the pandemic. In the course of the 2023-2024 school year, Equitas Academy #2 piloted the use of the i-Ready tool in lieu of the NWEA MAP assessments due to its ability to not only be an accurate predictor of student progress but also provide individualized student support based on those assessments. Moving forward, Equitas Academy #2 plans to continue with the use of the i-Ready tool.

NWEA MAP Reading and Math benchmark assessments were used to monitor mastery of standards in both English Language Arts and Math for students in grades K-8. NWEA assigns every student specific growth target based on their individual proficiency levels in both reading and math determined through the beginning of the year administration. Instructional staff analyzed all student and group growth data by comparing Fall, Winter, and Spring benchmark data for reading and math. Instructional staff used summative and formative assessments to differentiate instruction, provide personalized supports for all students, and address any gaps in curriculum and instructional materials. As a response to this data, professional development for instructional staff focused on the selection and implementation of rigorous, externally vetted, and culturally relevant curriculum in English Language Arts and Math, research based pedagogy, and literacy across the curriculum.

Equitas Academy #2 uses benchmark and formative assessment data analysis to inform and improve teaching and student learning. To ensure students meet statewide performance standards, Principals oversee the collection and analysis of state assessment data alongside NWEA MAP benchmarks, curriculum based and internally created formative assessments. School leaders facilitate analysis of benchmark and formative assessments based on the assessment calendar through schoolwide data meetings, grade-level meetings, and one-on-one coaching sessions. Gaps in student growth and performance are identified and addressed in multi-tiered systems of support structures throughout the school year, and school leaders designed professional development sessions based on the needs of instructional staff and student needs. Within these structures, data analysis consists of three key steps:

- Teacher reflection on student performance and growth expectations, teaching priorities, student strengths and weaknesses
- 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
- Details for a six-week instructional plan for re-teaching.

NWEA MAP benchmark analysis, and curriculum based, and internally created assessment analysis were used together to allow school leaders and instructional staff to identify best practices to replicate across content and grade levels, triangulate gaps in instruction, identify subgroup needs, and plan reteach and intervention opportunities.

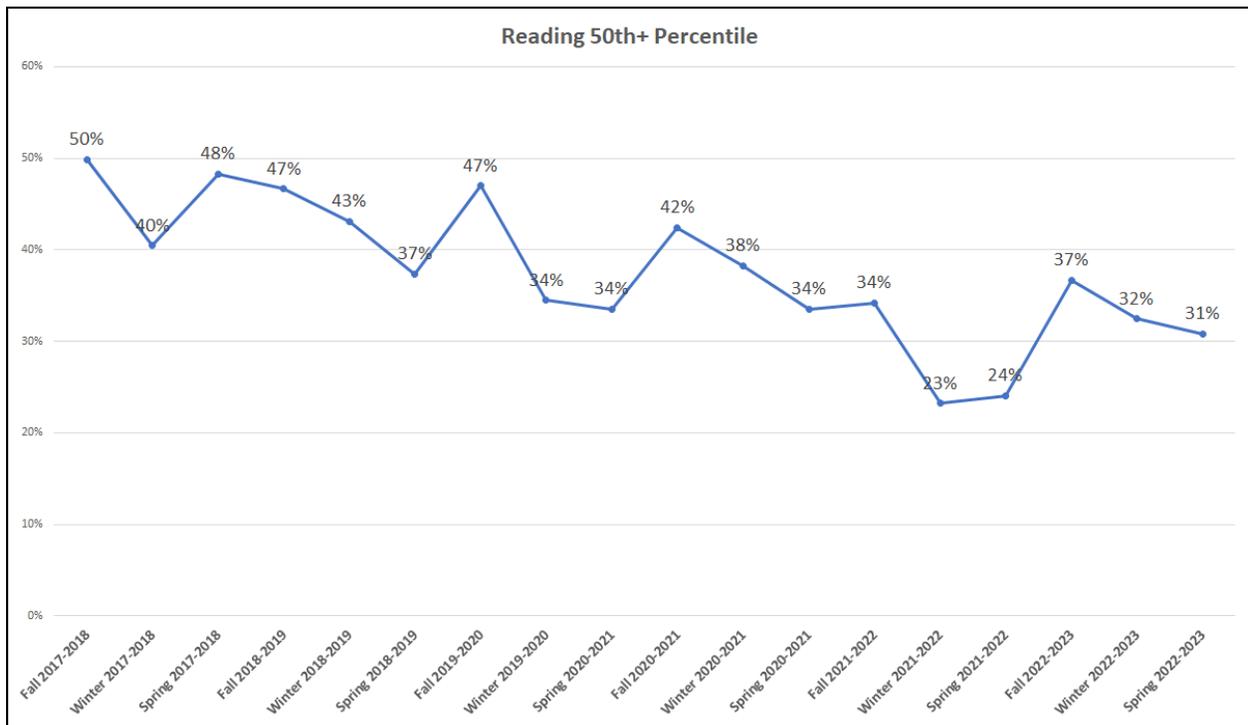
Percentile Performance NWEA MAP 2017-2023

Equitas Academy #2 uses the NWEA MAP 50th+ Percentile as a measure of SBAC readiness because it measures student mastery of California state standard and student growth. Historically, students that reached the 50th percentile in MAP, scored “meets or exceeds” on the Smarter Balanced Assessment Consortium test at the end of that calendar year (with a +/- 5% margin of error). Using this metric as a marker for readiness, we measured and reported on this specific metric to provide responsive instruction to students throughout the school year (Reference NWEA Normed Table School Achievement Percentiles in Appendix – optional).

In 2018, on average, 46% of Equitas Academy #2 students scored at or above the 50th+ Percentile on the NWEA MAP Reading assessment. As a result, in 2018, the Equitas Academy #2 Principal expected between 40%-50% (+/- 5%) of students to meet/exceed English Language Arts standards on the state assessment, and ultimately 50% met/exceeded standards. In 2019, on average, 42% reached or surpassed the 50th+ Percentile.

During the Fall and Winter administration of 2019-2020, an average of 41% of Equitas Academy #2 students scored at or above the 50th+ Percentile in Reading. Similarly, the Equitas Academy #2 Principal used NWEA MAP Reading assessment 50th+ Percentile data to predict English Language Arts state assessment outcomes annually. Subgroups of students received additional support based on their Reading 50th+ Percentile data, curriculum-based assessment data, and their growth student data.

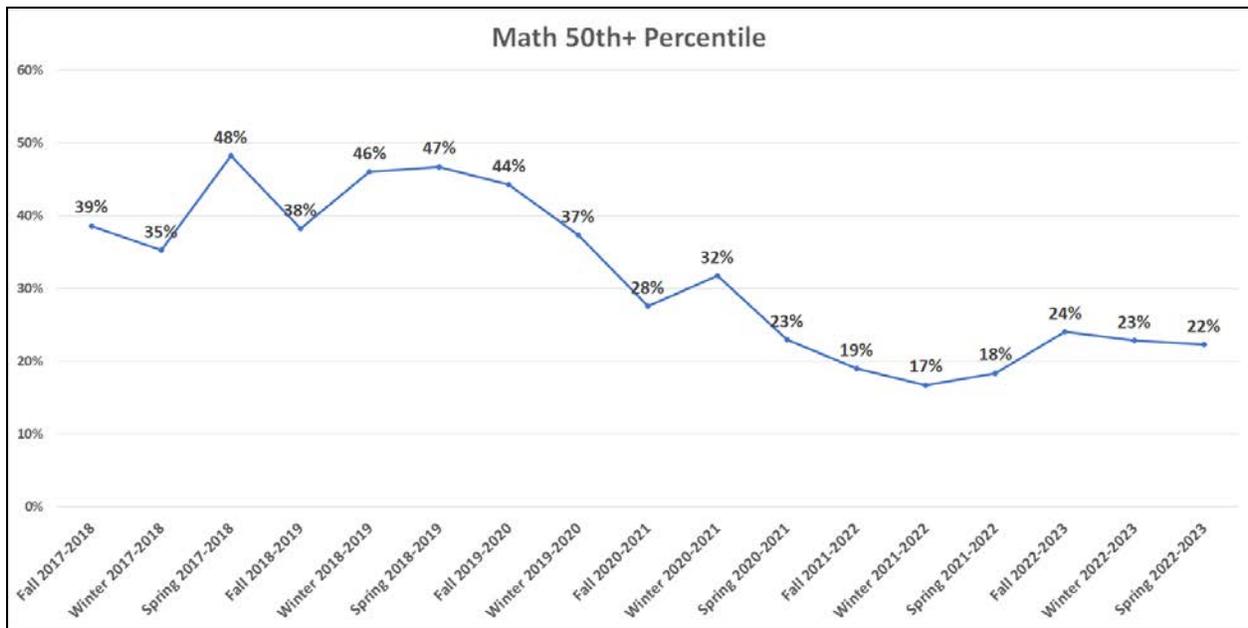
Equitas Academy #2 NWEA MAP Reading Data: Students at 50th Percentile or Higher 2017 – 2023



Post pandemic, Equitas Academy #2 NWEA MAP Reading 50th+ Percentile data was still predictive of student mastery on state assessments. On average, 27% of Equitas Academy #2 students scored 50th+ Percentile in the Reading assessment in 2022, and 33% scored similarly in 2023. In comparison, 24% of Equitas Academy #2 students scored met/exceeded on the English Language Arts state assessment in 2022, and 31% scored met/exceeded in 2023. Thus, Equitas Academy #2’s school leadership was still able to utilize NWEA MAP Reading 50th+ Percentile data, alongside curriculum based data, and growth data to determine the best support for all students to achieve mastery of state standards, and to predict overall English Language Arts and Math outcomes annually.

Pre-pandemic NWEA MAP Math 50th+ Percentile data shows, on average, 41% of Equitas Academy #2 students scored 50th+ Percentile on the NWEA MAP Math assessment in 2018. An average of 44% of students scored met/exceeded in 2019. During the Fall and Winter of SY 2019-2020, an average of 41% of Equitas Academy #2 students scored 50th+ Percentile in Math. As a result, in 2018, Equitas Academy #2 Principal expected between 40%-45% (+/- 5%) of students to meet/exceed Math standards on the state assessment, and ultimately 42% met/exceeded standards. Subgroups of students also received targeted support based on their math 50th+ Percentile data, curriculum based assessment data, and their growth data below.

Equitas Academy #2 NWEA MAP Math Data: Students at 50th Percentile or Higher 2017 – 2023

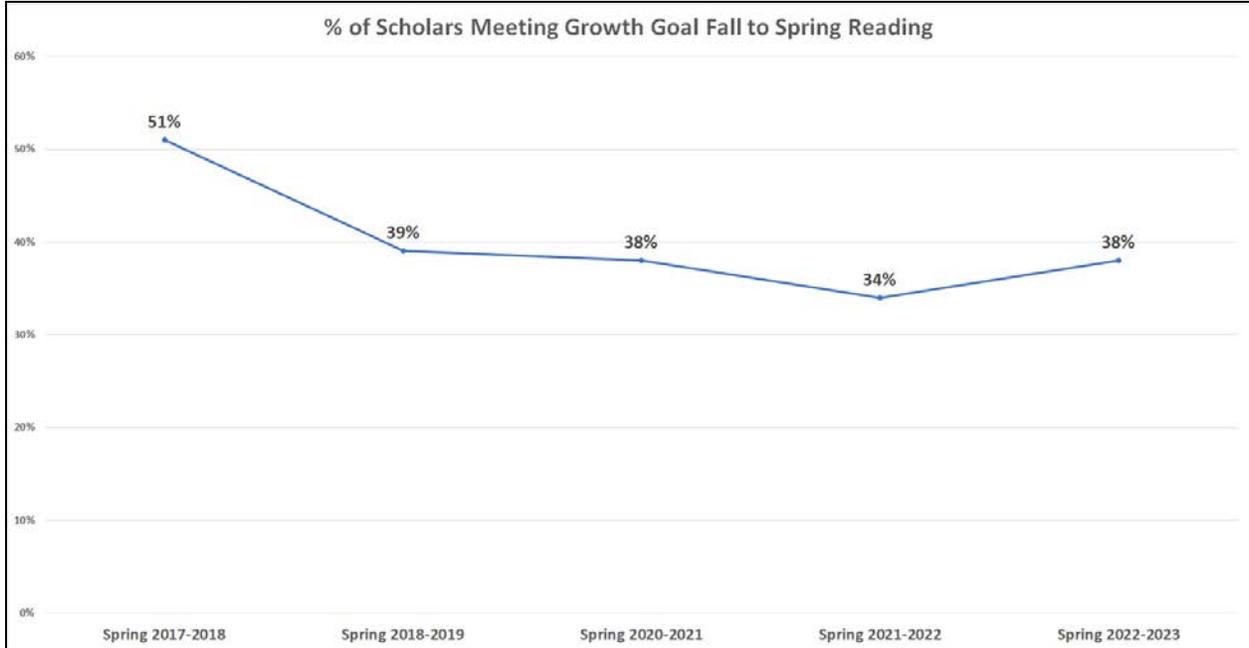


Post pandemic, Equitas Academy #2 NWEA MAP Math 50th+ Percentile data was still predictive of student mastery on state assessments. On average, 18% of Equitas Academy #2 students scored 50th+ Percentile on the NWEA Map Math assessment in 2022, and 23% scored 50+ percentile in 2023. In comparison, 15% of Equitas Academy #2 students scored “meet/exceed” on the Math state assessment in 2022, and 17% scored “meet/exceed” in 2023. Equitas Academy #2’s school leadership leveraged NWEA MAP Math data, curriculum based assessment data, and growth data to determine the most effective ways to strengthen teaching and learning. Like students at many neighborhood schools in Pico-Union, Equitas Academy #2 students struggled to meet/exceed state standards.

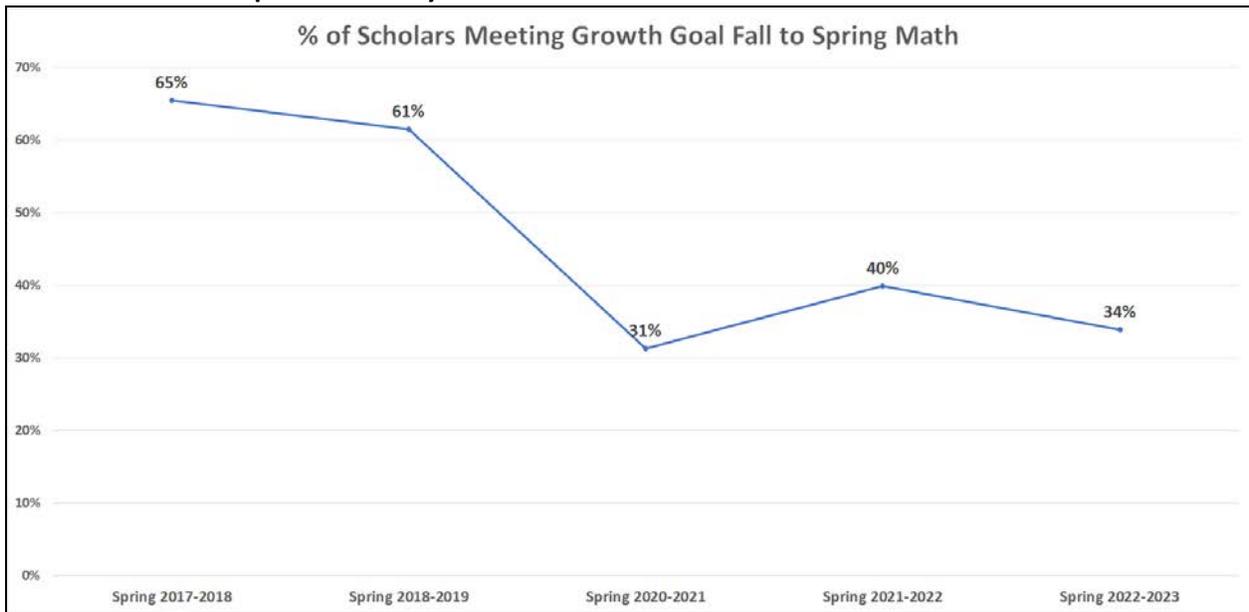
Equitas Academy #2 student growth in NWEA MAP Reading and Math assessments, annual Fall to Spring comparisons, continued to reflect individual student growth in one school year pre-and-post pandemic. Students meeting annual growth targets reflected what they learned across grade levels, not just mastery of the ELA and math standards for each year respectively.

- In 2018, 51% of Equitas Academy #2 students met their Fall to Spring growth goals in Reading, and 39% met them in 2019. In those same years, Equitas Academy #2 students showed their strongest annual growth in math pre-pandemic: 65% of Equitas Academy #2 students met annual growth goals in 2018, and 61% of them met annual growth goals in 2019.

Equitas Academy #2 NWEA MAP Reading Growth Data: 2017 – 2023



Equitas Academy #2 NWEA MAP Math Growth Data: 2017 – 2023



Equitas Academy #2 student post-pandemic NWEA Reading and Math annual growth data demonstrated the negative impact on student learning and learning loss during a year and a half of remote learning. Like schools across the country, and especially neighborhood schools in Pico-Union, students' learning and growth were significantly impacted by a convergence of conditions that disproportionately impacted the Pico-Union community such as high death and unemployment rates, food insecurity, and internet bandwidth challenges. Although all Equitas Academy #2 students were issued a Chromebook for remote learning, the teaching and learning

conditions did not consistently facilitate comparable student achievement for many reasons. Dips in student achievement post-pandemic were due to the following reasons:

- Not all curriculum-based and organization teaching expectations could be achieved during the limited schedules of remote learning.
- Health and welfare concerns prevented consistent attendance and participation in teaching and learning.
- Many households in Pico-Union with multiple students did not have the internet bandwidth available, nor space, for all students to simultaneously fully engage in lessons.
- Parents and families were not equipped to support remote learning.
- Remote learning was particularly difficult for English Learners and students with disabilities.

In 2021, NWEA MAP data showed that 38% (-1% change) of Equitas Academy #2 students met annual growth in English Language Arts, and 31% (-30% change) met annual growth goals in math. Equitas Academy #2's foundational English Language Arts instructional practices pre-pandemic helped to mitigate student learning loss / unfinished learning. Remote learning negatively impacted student annual growth in math more significantly.

Equitas Academy #2 students NWEA MAP annual growth data in 2022 and 2023 began to show some signs of improvement. However, that data also showed the depth of learning loss in foundational skills needed to master middle school grade level standards in English Language Arts and math:

- Reading: 2022 data demonstrated 34% of Equitas Academy #2 students met their annual growth goal in reading; in 2023 this number increased to 38% (+4% change)
- Math: 2022 data demonstrated that 40% met growth goals in math, in 2023 this number decreased to 34% (-6% change)

Overall, this data was used to assess gaps in unfinished learning and develop and refine ongoing plans for student learning and support in the areas of English Language Arts and Math achievement.

Equitas Academy #2's NWEA MAP Reading and Math Annual Growth for Subgroups

Equitas Academy #2 subgroup annual growth in NWEA MAP Reading and math data highlighted consistent growth for some subgroups and the need for additional support for other groups. Equitas Academy #2's Socioeconomically Disadvantaged and Hispanic/Latino students of scored the highest on annual growth rates pre-pandemic and post-pandemic; demographic data suggests significant overlap between these two subgroups. Whereas, Students with Disabilities and English Learner students' annual growth rates reflected the greatest need.

Pre-pandemic, Equitas Academy #2's Socioeconomically Disadvantaged and Hispanic/Latino subgroups annual growth in NWEA MAP Reading and Math were similar in 2018 and 2019. Both subgroups had 48% of students meet their annual growth goals in Reading and Math in 2018. In 2019, 37% met growth goals in Reading, while 47% met them in Math. Equitas Academy #2's

Students with Disabilities and English Learner subgroups annual growth data for the same years showed more support was needed for them to meet annual growth goals.

**Equitas Academy #2 NWEA MAP Data: Student Subgroups
2017 - 2023**

Administration Window	% of SED Students Meeting Growth Goal Fall to Spring ELA	% of SED Students Meeting Growth Goal Fall to Spring Math	% of SWD Students Meeting Growth Goal Fall to Spring ELA	% of SWD Students Meeting Growth Goal Fall to Spring Math	% of Hispanic/Latino Students Meeting Growth Goal Fall to Spring ELA	% of Hispanic/Latino Students Meeting Growth Goal Fall to Spring Math	% of EL Students Meeting Growth Goal Fall to Spring ELA	% of EL Students Meeting Growth Goal Fall to Spring Math
Fall to Spring 2017-2018	48%	48%	*N/A	*N/A	48%	48%	5%	11%
Fall to Spring 2018-2019	37%	47%	8%	10%	37%	47%	5%	11%
Fall to Spring 2020-2021	34%	23%	12%	3%	34%	23%	11%	4%
Fall to Spring 2021-2022	24%	18%	0%	3%	24%	18%	5%	1%
Fall to Spring 2022-2023	31%	22%	8%	8%	31%	22%	4%	4%

*SWD growth data unavailable for Fall to Spring 2017-2018

Although all subgroup annual growth data dipped slightly during the 2021 spring assessment, most subgroups' data improved the following year (2021-2022) with the return to in-person learning. Equitas Academy #2's Socioeconomically Disadvantaged and Hispanic/Latino students demonstrated the same annual growth in Reading and Math in 2022 and 2023, 31% in Reading and 22% in Math. Conversely, post-pandemic data for Students with Disabilities and English Learner students demonstrated the significant impact of the pandemic on our most vulnerable learners and highlighted the need for targeted support. As a result, Equitas Academy #2 began strengthening English Learner support by offering professional development and differentiated training for teachers, as well as, utilizing co-teaching (general education and special education practitioners collaboratively teaching) in English Language Arts and Math to address the needs of Students with Disabilities.

Success Of Key Features Of The Educational Program

Demand for Equitas' schools has been strong in Pico-Union. Equitas Academy #2, like all Equitas schools, offers a small school environment with individualized attention, fostering strong relationships between staff and students and maintaining close communication between school and home, making it a strong choice for families. Equitas Academy #2 has maintained its enrollment for the course of the charter period even as enrollment has declined across the state. Equitas Academy #2 counts on solid partnership with families to ensure student success. The revised Mission and Vision 2030, alongside our new Learner Profile, which reflects the outcomes of our TK-8 educational experience, all collectively guide the intentions and actions of the Equitas Academy #2 charter.

Our Key Practices Include:

- College awareness and readiness
- Intentional use of data to drive instructional decisions
- Focus on core content areas of literacy and mathematics
- Culturally Relevant Learning Environment, Curriculum and Instructional Practices

College awareness and readiness

Our students live in a community where less than 30% of adult residents have a 9th grade education and a total of 53% do not have a high school diploma,⁵ thus, we work hard to help our students understand that college, careers, and a multitude of life pursuits are realistic and attainable goals for each one of them. Our students are explicitly taught the importance of not only attending but graduating from a four year college. Every single one of our classrooms and hallways feature college and university pennants and other signage. Students are addressed individually as scholars and collectively within grade-level cohorts with the year that they will graduate from college. All courses and instruction are planned and implemented for students to gain the foundational skills, transcripts, and test scores necessary to enter college preparatory high schools. Additionally, every year, students visit colleges and universities, tour the campuses, and sit in on classes. We encourage students to develop career aspirations and we help them explore traditional and non-traditional pathways to achieving their personal goals. By exposing students to the skills and knowledge they need to succeed in college and careers, and simultaneously stressing that every Equitas Academy #2 student can attend and graduate from college or post-secondary education programs, we help to dramatically improve the educational outcomes of the children in the Pico-Union community.

Since Equitas Academy #2 opened its doors in Fall 2013, more than 200 of its alumni have matriculated to high school and college. Based on internal tracking systems and the National Student Clearinghouse, 80.88% of Equitas Academy #2's students since 2021 are attending college and year over year, cohorts are showing higher college attendance rates. While the national

⁵ Statistical Atlas. (2024, October). Educational Attainment, Pico Union, Los Angeles California. <https://statisticalatlas.com/neighborhood/California/Los-Angeles/Pico-Union/Educational-Attainment>

average of college enrollment in 2022 was 39%, Equitas Academy #2's students have attended college at almost twice that rate.

Equitas Academy #2 Alumni College Enrollment

Class	HS Graduation Year	Total # of Alumni	# in College	% In college
2025	2021	84	67	79.76%
2026	2022	80	60	75.00%
2027	2023	87	76	87.36%
2028	2024	107	Data will be available after Oct. 2024	Data will be available after Oct. 2024
Total College Alumni		358	203	80.88% from the classes of 2025, 2026 and 2027. This percentage will change after data is available in Oct. 2024

Intentional use of data to drive instructional decisions

Teachers work collaboratively to internalize the structure, standards, and cognitive demand of lessons in our curriculum. Lesson delivery is informed by analysis of frequent formative and summative assessments. School leaders and teachers analyze assessment data and modify instruction for students based on standard mastery. Daily, weekly, and trimester-based systems are put in place to monitor the effectiveness of instruction and student learning. Teacher-created and curriculum-generated assessments are used to inform the weekly lesson plans. On a more formal basis, interim and summative assessments are administered frequently to inform instruction and the scope and sequence of instruction is modified based on the student performance data. i-Ready replaced NWEA MAP as the interim assessment to measure student performance at the beginning of the year, middle of the year, and the end of the year in the 2023-2024 school year because it also offered adaptive teaching and a system for timely interventions. Thus, the i-Ready platform is used for interim assessment data which demonstrates content standard mastery, it also provides customized lessons to students designed to help scaffold the student skill development toward standard mastery. i-Ready has become another tool Teachers and leaders used to accelerate student learning post-pandemic. i-Ready Typical Annual Growth data, and formative teacher assessment data all exemplify Equitas Academy #2 students' ability to fill learning gaps and remain competitive on state and norm-referenced assessments.

Focus on the core content areas of literacy and mathematics

Our academic program is centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social studies and science. Student benefit from

daily additional literacy and math instruction based on a Multi-Tiered System of Supports. For example, student Lexile levels from NWEA MAP benchmarks and state assessment data collectively determine how much time students spend in interventions, or with Tier 1 support. Additional nationally norm-referenced assessment and adaptive software like i-Ready provide differentiated learning opportunities for all students. Literacy and math data from i-Ready software help school leadership and teachers identify students who need Tier 2 support: i-Ready, or a teacher, assigns students mini-lessons based on gaps in their skills and content knowledge. Specific attention and longer instruction in literacy and math also ensures students have success that supports them to higher levels of achievement.

Culturally Relevant Learning Environment

Our culturally relevant learning environment, curriculum, and instructional materials all honor student identity and diversity as an asset to the school community. Students' language and culture are celebrated as part of our instructional pedagogy, strategies, and materials. Bilingualism is viewed as an attribute, gift, and an asset in curriculum and instructional practices. We organize the learning environment, facilitate community celebrations and experiences, and utilize asset-based methods and pedagogy to meet student needs while honoring all identities in the Equitas Academy #2 school community. Together, all these efforts create a foundation for belonging and personalized learning experiences for each student.

Equitas Academy #2 uses Positive Behavior Incentive and Supports and Restorative Justice practices to create and sustain a culture that promotes academic, social and emotional learning. Positive Behavior Incentive and Supports systems are used to teach and incentivize behaviors and actions, whereas restorative practices facilitate community building, belonging and relationship restoration for any school community members (students, families, and staff) that experience harm from any individual or group in the community.

Equitas Academy #2's curriculum, instructional strategies, and materials reflect the school community, centering and celebrating its history and culture, as well as ensuring students learn about local, national and global context that impact all communities. California Common Core State Standards are addressed through externally vetted and rated, rigorous and culturally responsive curriculum and instructional materials in all core content areas. The Equitas Academy #2 team works to ensure that students see themselves in the books they are encouraged to read and to write about characters that resemble them and topics that are relevant to them.

Equitas Academy #2 facilitates an environment where students strive academically as well as more broadly. Students are exposed intentionally to the wider world of art, music, recreation, and nature as is possible. Students participate in an enrichment program on campus, participate in student clubs that are run by teachers and with student interests in mind including such topics as origami, student government, and chess, as well as regularly scheduled field trips throughout the year. Equitas Academy #2 partners with an after-school program to provide these extracurriculars beyond the school day/year through extended school day and summer programming. Equitas Academy #2 also facilitated standards-based, outdoor learning experiences via a contracted partner during the charter term. All of these experiences allowed students to forge new

relationships with one another and adults at the site, thus replicating an important step in college and post-secondary educational persistence – building community.

GOALS AND PHILOSOPHY

The Equitas Mission, Vision, and Values

Equitas' new strategic plan, referred to as Equitas 2030, refines the organization's mission, vision and values to reflect the organization's current reality and shapes its roadmap for the next six years. It also defines what holistic success looks like for students by defining a Learner Profile. The college preparatory focus begins in transitional kindergarten, and Equitas continuously strives to ensure that students develop the skills necessary for entrance into high-performing secondary schools. The organization and its charter schools derive the name 'Equitas' from the Latin word for justice, equity and fairness. The name guides a founding principle centered on equitable outcomes for all students.

Equitas' Mission: Equitas Academy prepares students for college, careers and life pursuits, and inspires them to be champions of equity.

Equitas' Vision: By 2030 Equitas will be the premier school of choice for all students in Pico-Union and surrounding neighborhoods by:

- Preparing students who excel academically and thrive holistically.
- Developing leaders who advocate for others.
- Fostering a community that collectively lives the Equitas core values.

Equitas' Values: The foundation for Equitas 2030 is our core values. These are deeply ingrained principles that guide all of Equitas' actions. They are foundational to our work every day.

- *Joy.* We are joyful, loving, and kind. We celebrate and have fun together.
- *Community.* We are rooted in Pico-Union, building upon our collective strengths. We work as a team and are stronger together.
- *Belonging.* We are inclusive. We honor and welcome the uniqueness of every member of our diverse community. We relentlessly pursue equity and anti-racism.
- *Advocacy.* We listen with care and empathy. We share authentically and bravely. We use our influence and power to support those who are most vulnerable and marginalized
- *Growth.* We hold a high standard for ourselves and others. We recognize that change and challenge lead to innovation, resilience, and excellence.

Equitas' Approach: The Equitas Approach is the magic that makes the charter school unique. It is the secret sauce.

- *Academics - Students possess the academic skills needed for success in their college careers and life pursuits.* This priority focuses on students and academic preparedness. Equitas Academy #2 believes educational excellence is grounded in strong literacy skills and that reading on grade level sets students up for success in all subjects and in later

years. To accomplish this, Equitas Academy #2 invests in multi-tiered academic support throughout the school day and in extended learning opportunities. Instructional delivery has evolved to meet the dynamic needs of the Equitas Academy #2 community during and following the COVID-19 pandemic. While the challenges of the COVID-19 pandemic have radically augmented the opportunity gap faced by students in underserved communities like Pico-Union, the school remains optimistic. Continued work to refine and revise pre-pandemic instructional programming and practices, coupled with the team of veteran educators, will mitigate unfinished learning and facilitate the successful achievement outcomes students deserve. Measures of success include the following by 2030:

- Reading proficiency doubling in 6 years.
 - English Language Arts state assessment proficiency rates doubling in 6 years.
 - Math state assessment proficiency rates nearly tripling in 6 years.
 - Students with Disabilities state assessment proficiency rates tripling in both English and Math in 6 years.
 - English learners making more than one year's progress in English proficiency every year.
- *Well-being - Students and team members possess a holistic range of skills needed to live fulfilling lives and maximize their success.* This priority focuses on students and staff, specifically fostering a holistic view of students and teammates. To accomplish this, Equitas Academy #2 must emphasize the importance of self-care, compassion, empathy and resiliency. The school is committed to addressing the holistic range of student and staff member needs so that they can maximize success. Measures of success include the following:
 - Teacher retention will increase from 81% to 85% and staff retention will increase from 87% to 90%.
 - Teacher and staff responses on well-being survey questions will increase to outcomes above the 90th percentile.
 - Student retention will remain consistent at 90% or above.
 - Student responses to belonging survey questions will increase from to the 90th percentile.
 - Student Attendance Rate will resume pre-pandemic levels to averages above 95%.
- *Advocacy - Students, families and team members advocate for equity for themselves and others.* This priority focuses on students, staff and families. All students will need to advocate for themselves as they navigate the world after culminating from Equitas Academy #2. Families who advocate for their children help support them in their educational journey. And as champions of our students, families, and community, all Equitas Academy #2 employees will advocate for each other and equity in our community. Measures of success include the following:
 - Family responses to engagement survey will increase to the 95th percentile.

- Student suspension rate will remain below .2%.
- An active student council

Educated Person in the 21st Century

As part of our broader mission and vision, Equitas Academy #2 is committed to providing students with an achievement-driven learning environment that equips them for their future, including but not limited to higher education. Our vision encompasses a school with a college preparatory focus that not only builds the foundational skills necessary for college entry and persistence but also integrates 21st-century skills critical for success in an evolving world. We aspire to create a school where students, regardless of challenges, can achieve proficiency in reading, writing, and mathematics, while also developing the academic, character, and technological skills essential for accessing higher education, thriving in careers, and pursuing diverse life goals. We aim for education that enriches the lives of students and their families, working in close partnership with them to prepare scholars for excellence and to navigate the complexities of the modern world on their path to college graduation.

Equitas Academy #2 prioritizes creating an environment supporting both college awareness and readiness. serves a population that does not traditionally have access to high quality education choices that lead to higher education. In response to this college preparation is infused into every aspect of school life. The curriculum is the bedrock for college readiness and focuses on the core skills and content area knowledge that student need to excel academically and facilitate graduation from four-year 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 student identities and academic achievement. Students are explicitly taught the importance of attending and graduating from college, becoming leaders and change-makers in the community, and remaining life-long learners.

The world is becoming more and more interconnected. What happens in far distant lands directly affects the health, happiness, economic-well-being and safety of Americans even if they never leave our shores. The impact of the COVID-19 pandemic on our community, country, and world is an example of this in current time. The global pandemic impacted all people in the world and was a reminder of this interconnectedness. The pandemic created universal challenges to students across the world as unfinished learning and mental health concerns plagued youth across the globe. While students and their families struggled through the challenges of the pandemic, they watched the murder of George Floyd unfold on their screens, as the nation grappled with the response to this atrocity, schools worked to discern their role in systemic racism and dismantling oppressive systems that prevent equitable outcomes for Black and brown students. This has created the need to redefine the term “an educated person.” To enable students to be successful in the post-pandemic world traits of an educated person include:

- Proficient skills and content knowledge in English, mathematics, social studies, science and the arts
- Critical thinking skills
- In-depth cross-cultural understanding
- Proficient technology skills

- The ability to practice sound physical, social and emotional habits needed for physical and emotional well-being.
- Inclusive practices that foster a sense of belonging and are outwardly liberatory and anti-racist

Access to information is central as we become more interdependent and able to communicate more freely. This interdependency requires an understanding of the global diaspora with a respectful approach to communication and interaction. This interaction requires strong literacy and mathematical ability, significant problem-solving skills and a higher level of education than ever before – aligned to living and working in a globalized new millennium. 21st century adults must be lifelong learners, have a firm grasp of computer technology, work well in a multicultural society, and be prepared to handle various careers and professions over their lifetimes. The educated person will need to work cooperatively with others from diverse backgrounds, identify and solve problems, and be able to resolve conflicts in a constructive manner. “The good jobs of the future will increasingly be tied to the global economy and will require both high-tech skills – such as data literacy and analysis - and flexible, ‘soft’ skills – such as communication and teamwork – needed to compete in the 21st century economy.”⁶ Most importantly, in a highly competitive and ever-changing workplace, an educated person needs to be able to succeed and graduate from college and acquire the types of professional roles that cannot be automated. 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.

As stated above, the Equitas Academy #2’s educational program enables students to employ the above skills as self-motivated, competent, lifelong learners steeped in an environment based on equitable and inclusive practices that foster a sense of belonging and are outwardly liberatory and anti-racist.

- **College and Career Readiness** - To ensure that all Equitas Academy #2 students are prepared for both college entrance and graduation, Equitas Academy #2 emphasizes college readiness and awareness starting in kindergarten. Students, along with family volunteers, take field trips to local universities as early as kindergarten. While college discussion begins in the earliest years, Equitas Academy #2 and all Equitas schools carry out these practices. In addition, all courses and instruction are planned and implemented for students to gain the foundational knowledge and skills - and support the personal ambition - necessary to enter college preparatory high schools.
- **Use of Technology** - Equitas Academy #2 is committed to ensuring that all students have the technological skills to compete in the 21st century and are prepared to take online assessments. People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including:
 1. Access to an abundance of information
 2. Rapid changes in technology tools

⁶ Pitkin, B., Garcia, A., Martinez, J. (2007) *Quality of Life in Los Angeles 2007 State of the County Report*. Pg. 2. United Way. Los Angeles, CA. <http://www.unitedwayla.org>.

3. The ability to collaborate and make individual contributions on an unprecedented scale

To be effective in the 21st century, students must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. For example,

- **Information Literacy**
 - Access and evaluate Information
 - Access information efficiently (time) and effectively (sources)
 - Evaluate information critically and competently
 - Use and manage this information accurately and creatively for the issue or problem at hand
 - Manage the flow of information from a wide variety of sources
 - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- **Media Literacy**
 - Analyze media
 - Understand both how and why media messages are constructed, and for what purposes
 - Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
 - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media to create media products
 - Understand and utilize the most appropriate media creation tools, characteristics and conventions
 - Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

These skills will be developed as students use new adaptive, computer-based learning programs to master foundational literacy and numeracy skills. As their skills develop, they will use computers for research and fact-finding to complete assigned projects and homework as technology will be authentically integrated into the core curriculum.

How Learning Best Occurs

Equitas Academy #2's design reflects a set of beliefs about how learning best occurs. The educational design and philosophy are consistent with the new Equitas mission, vision, values, Equitas Approach, and Learner Profile, all in support of the Pico-Union community. All these imperative attributes are grounded in research on best practices in education which is foundational to Equitas classroom practices. Learning occurs best when the following conditions exist:

- Intellectually and emotionally supportive relationships with adults in the school promote academic growth. "A review of educational research analysis of 46 studies found that strong teacher-student relationships were associated in both the short- and long-term with

improvements on [...] academic achievement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates.” (Education Week, 2019) Research by the Economic and Social Research Council found that effective teachers stimulate pupils’ imaginations, challenge their views, encourage them to do great things, and motivate them through tailored teaching practices to ensure that every pupil feels a sense of achievement and is valued as part of the class community (ESCRC, 2009). Related research found that children make the biggest strides when they can cement secure, consistent relationships with responsive adults. For classroom teachers, being responsive means being able to adapt the curriculum to address their students’ needs and interests (Wilson, 2009).

- By making connections across disciplines, integrated curriculum helps students see real world relevance and strengthens content area learning. An interdisciplinary, or integrated, curriculum also reinforces brain-based learning, because the brain can better make connections when material is presented in an integrated way, rather than as isolated bits of information (McBrien, 1997). Further, "The Logic of Interdisciplinary Studies," an exhaustive 1997 research report, found broad consensus among dozens of researchers as to what the report called the "positive educational outcomes" for students in an integrated studies program:
 - Increased understanding, retention, and application of general concepts.
 - Better overall comprehension of global interdependence, along with the development of multiple perspectives and points of view, as well as values.
 - Increased ability to make decisions, think critically and creatively, and synthesize knowledge beyond the disciplines.
 - Enhanced ability to identify, assess, and transfer significant information needed for solving novel problems.
 - Promotion of cooperative learning and a better attitude toward oneself as a learner and as a meaningful member of a community.
 - Increased motivation.

These findings have been reinforced in more recent research (“Interdisciplinary Learning and the Effects on Students”, Northwestern College, Iowa, 2021), showing that interdisciplinary learning leads students to deeper understanding of concepts, while also helping students develop problem-solving and higher order thinking skills.

- Students have opportunities to explore interests and deepen content understanding and skills through application, often in authentic (real world) contexts. A recent study conducted at Worcester Polytechnic Institute noted that when students are “guided, rather than directed, by faculty,” they develop key competencies, including “collaboration, communication, problem solving, confidence, leadership, and more.” (WPI, 2020) Authentic learning situations increase the brain's ability to make connections and retain new information (McBrien, 1997). Research on “authentic instruction”—instruction that is highly engaging and interactive, and which connects to students’ real lives—showed that these methods increased student scores on high stakes standardized tests. In two studies of Chicago public school students, the researchers found that when teachers offered less didactic and more interactive experiences, scores on the Iowa Test of Basic Skills rose

significantly among a large cross section of students. (Newmann 2001; Smith, Lee, and Newmann 2001). Students who feel that academic work is meaningful are more likely to put greater effort into their work and are more likely to persist when challenged (Clark & Estes, 2002). In a study of more than 2,000 students in 23 restructured schools, Newmann, Marks, and Gamoran (1995) found much higher levels of achievement on complex performance tasks for students who experienced what these researchers termed “authentic pedagogy”—instruction focused on active learning in real-world contexts calling for higher-order thinking, consideration of alternatives, extended writing, and an audience for student work.

- Students work at a level of cognitive challenge just beyond their present level of mastery. In his Zone of Proximal Development theory, educational theorist Lev Vygotsky argues that optimal learning occurs in the “distance between the actual development level as determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers.” This zone bridges the gap between what students can achieve with guidance or collaboration, otherwise known as scaffolding and what they can achieve alone. It is within this zone that cognitive change occurs. Vygotsky’s theory is widely accepted; the challenge is in personalizing each student’s experience sufficient to provide an appropriate level of challenge. Zone of Proximal Development informs the ways in which teachers provide scaffolding in order to support students in performing tasks beyond their current abilities. (Saul McLeod, PhD, 2024).

Goals for Enabling Students to Remain Self-Motivated, Competent, and Lifelong Learners

The goals and objectives of Equitas Academy #2 are the following:

- Goal 1: Healthy, Connected, and Equitable School Culture: Objective: Implement restorative practices and equity-minded approaches to ensure the wellbeing, safety, and connectedness of our school community, including students’ ability to advocate for equity. Key metrics for success on this goal include student engagement, school climate, and parent engagement as measured by multiple annual surveys.
- Goal 2: High-Quality Teachers, Curriculum, and Instructions: Objective: Ensure all students have access to highly skilled and effective educators and a high-quality, standards-based curriculum that meets the needs of all students. This includes the implementation of a broad course of study, rigorous standards-aligned courses and instructional materials, and full implementation of integrated and designated English Language Development.
- Goal 3: Data-Informed Practice: Objective: Continue to use data-driven instruction to close opportunity gaps and ensure student academic growth and success in literacy, including English Language Development, math, and science.

These combined goals enable all students to become self-motivated, competent, and lifelong learners. Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. Equitas Academy #2’s program will instill motivation by emphasizing “learning by doing,” cooperative learning and meaningful activities that

engage student interest. Equitas Academy #2’s program will also instill competence by emphasizing problem solving and critical thinking, conceptual understanding that can be applied to real world situations, academic and social skills students need to thrive in future careers, and metacognition, or the ability to monitor one’s own learning.

Requirements of Education Code Section 47605(c)(5)(A)(ii), including a description of Equitas Academy #2’s annual goals, for all students (i.e., school wide) and for each student group of subgroup students for each of the eight (8) state priorities, and any local priorities and a description of the specific annual actions the Charter School will take to achieve each of the identified goals.

LCFF STATE PRIORITIES	
GOAL #1	
<p>Healthy, Connected, and Equitable School Culture: Implement restorative practices and equity-minded approaches to ensure the wellbeing, safety, and connectedness of our school community, including their ability to advocate for equity. Key metrics for success on this goal include Student Engagement, School Climate, and Parent Engagement.</p>	<p>Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p>
	<p>Local Priorities: N/A</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • School Climate: Cultivate a welcoming and inclusive school environment, with a focus on Restorative Practices and Social-Emotional Learning (SEL) to help address school attendance, chronic absenteeism, suspension rate, and expulsion rate • Student Engagement: <ul style="list-style-type: none"> ○ Increase average daily attendance and decrease chronic absenteeism rates ○ Increase student sense of safety and sense of belonging through student surveys • Parent Engagement and input in decisions: <ul style="list-style-type: none"> ○ Increase family sense of school safety and school connectedness as measured through parent/family survey ○ Increase parent/family participation in School Site Council and family events ○ Equitas Academy #2 will provide families with a comprehensive After-School Program: a safe and engaging space to extend learning and build connections beyond the school day for all scholars • Safe and Compliant Facility: maintain a safe and compliant facility 	
Expected Annual Measurable Outcomes	

Priority 5 Outcome A: Above 90% attendance rate						
Metric/Method for Measuring: Average Daily Attendance Rate						
Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	90.4%	92%	93%	94%	95%	96%
Hispanic/Latino	90.3%	92%	93%	94%	95%	96%
English Learner	89.2%	92%	93%	94%	95%	96%
Socioeconomically Disadvantaged	90.2%	92%	93%	94%	95%	96%
Students with Disabilities	87.2%	92%	93%	94%	95%	96%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 5 Outcome B: chronically absent rate will be at or below the state average						
Metric/Method for Measuring: Chronic Absenteeism Rate						
Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	33.6%	20%	19%	18%	17%	15%
Hispanic/Latino	33.3%	20%	19%	18%	17%	15%
English Learner	41.1%	20%	19%	18%	17%	15%
Socioeconomically Disadvantaged	33.3%	20%	19%	18%	17%	15%
Students with Disabilities	35.6%	20%	19%	18%	17%	15%
Foster Youth	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 5 Outcome A: Maintain 0% Middle School dropout rates
Metric/Method for Measuring: Middle School dropout rates tracked in Student Information System (SIS)

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	0%	0%	0%	0%	0%	0%
Hispanic/Latino	0%	0%	0%	0%	0%	0%
English Learner	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 6 Outcome A: <1% pupil suspension rates

Metric/Method for Measuring: % of student suspensions						
Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	0.8%	<.2%	<.2%	<.2%	<.2%	<.2%
Hispanic/Latino	0.5%	<.2%	<.2%	<.2%	<.2%	<.2%
English Learner	0.9%	<.2%	<.2%	<.2%	<.2%	<.2%
Socioeconomically Disadvantaged	0.5%	<.2%	<.2%	<.2%	<.2%	<.2%
Students with Disabilities	0%	<.2%	<.2%	<.2%	<.2%	<.2%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Priority 6 Outcome B: <1% pupil expulsion rates						
Metric/Method for Measuring: Expulsion Rate						
Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	0%	0%	0%	0%	0%	0%
Hispanic/Latino	0%	0%	0%	0%	0%	0%
English Learner	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 6 Outcome C: ≥85% favorable rating in parent/family survey of sense of safety
Metric/Method for Measuring: Family Climate Survey on school safety

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	81%	>85%	>85%	>85%	>85%	>85%

Priority 6 Outcome C: ≥85% favorable rating in parent/family survey of school connectedness
Metric/Method for Measuring: Family Climate Survey on school safety and school connectedness

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	88%	>90%	>90%	>90%	>90%	>90%

Priority 1 Outcome C: Maintain Exemplary status on the Facilities Inspection Toolkit (FIT)
Metric/Method for Measuring: Facilities Inspection Toolkit score

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary

* student group not numerically significant at this time

LCFF STATE PRIORITIES	
GOAL #2	
High-Quality Teachers and Curriculum: Ensure all students have access to highly skilled and effective educators, as measured by credentialing and teacher surveys, and a high-quality curriculum that meets the needs of all students, measured by	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6

implementation of a broad course of study, rigorous standards-aligned courses and instructional materials, and full implementation of integrated and designated English Language Development.	Local Priorities: N/A
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Specific Annual Actions to Achieve Goal

- Ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching
- Ensure all students have sufficient access to the standards-aligned instructional materials
- Ensure the implementation of state board adopted academic content and performance standards for all students
- Ensure all programs and services enable English Learners to access Common Core State Standards and the English Language Development standards

Expected Annual Measurable Outcomes

Priority 1 Outcome A: 100% of Teachers appropriately assigned
Metric/Method for Measuring: % of Teachers appropriately assigned based on data reported to the state.

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Priority 1 Outcome B: 100% student access to standards-aligned instructional materials
Metric/Method for Measuring: % of all students will have sufficient access to standards-aligned instructional materials

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Priority 2 Outcome A: 100% implementation of state board adopted academic content and performance standards for all students
Metric/Method for Measuring: % of state board adopted academic content and performance standards implemented for all students

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%

African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Priority 2 Outcome B: 100% of all English Learners have access to Common Core State Standards (CCSS) and the English Language Development (ELD) standards for purposes of gaining academic content knowledge and English language proficiency
Metric/Method for Measuring: % of English Learners with access to CCSS and ELD standards

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 7 Outcome A, B & C: All Equitas Academy #2 scholars, including all significant subgroups, will have access to a broad course of study (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts)
Metric/Method for Measuring: 100% of access for all student groups to all available programs and services outlined in charter petition

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
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English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
Goal #3	
Academic Success For All Students: Continue to use data-driven instruction to close achievement gaps and ensure student academic growth and success in literacy, including English language development, math, and science.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: N/A
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Equitas Academy #2 will hold scheduled Data Meetings to analyze CAASPP/CAA, i-Ready, and other state and internal assessment scores to review all students' progress towards annual targets, including subgroups in ELA, math, and science • Equitas Academy #2 will implement its own English Learner Master Plan • Equitas Academy #2 will add additional support for our EL scholars through differentiation to achieve CCSS in ELA, math, and science, in the form of teacher coaching, and additional tutoring to meet EL needs 	

Expected Annual Measurable Outcomes						
Priority 4 Outcome A: all students, including all significant subgroups, will meet or exceed the State average or nearby neighborhood schools average meets/exceeds on the CAASPP (and the CAA for scholars with special needs) in the areas of ELA						
Metric/Method for Measuring: Scale scores and % proficiency scores, meets/exceeds, for all students, including all numerically significant scholar subgroups, in ELA						
Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	<u>ELA Meets or Exceeds:</u> 31%	40%	49%	58%	67%	76%
Hispanic/Latino	<u>ELA Meets or Exceeds:</u> 32%	40%	48%	56%	64%	72%
English Learner	<u>ELA Meets or Exceeds:</u> 5%	15%	25%	35%	45%	55%
Socioeconomically Disadvantaged	<u>ELA Meets or Exceeds:</u> 31%	40%	49%	58%	67%	76%
Students with Disabilities	<u>ELA Meets or Exceeds:</u> 10%	18%	26%	34%	42%	50%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Priority 4 Outcome A: all students, including all significant subgroups, will meet or exceed the State average or nearby neighborhood schools average meets/exceeds on the CAASPP (and the CAA for scholars with special needs) in the areas of Math						

Metric/Method for Measuring: Scale scores and % proficiency scores, meets/exceeds, for all students, including all numerically significant scholar subgroups, in Math

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
All Students	<u>Math Meets or Exceeds:</u> 17%	32%	40%	48%	56%	64%
Hispanic/Latino	<u>Math Meets or Exceeds:</u> 17%	32%	40%	48%	56%	64%
English Learner	<u>Math Meets or Exceeds:</u> 0%	15%	25%	35%	45%	55%
Socioeconomically Disadvantaged	<u>Math Meets or Exceeds:</u> 18%	33%	41%	49%	57%	65%
Students with Disabilities	<u>Math Meets or Exceeds:</u> 5%	15%	25%	35%	45%	55%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 4 Outcome A: all students, including all significant subgroups, will meet or exceed the State average or nearby neighborhood schools average meets/exceeds on the CAASPP (and the CAA for scholars with special needs) in the areas of Science

Metric/Method for Measuring: Scale scores and % proficiency scores, meets/exceeds, for all students, including all numerically significant scholar subgroups, in Science

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
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All Students	<u>5th Grade Science Meets or Exceeds:</u> 22%	23%	28%	33%	38%	43%
	<u>8th Grade Science Meets or Exceeds:</u> 16%	19%	24%	29%	34%	39%
Hispanic/Latino	<u>5th Grade Science Meets or Exceeds:</u> 23%	23%	28%	33%	38%	43%
	<u>8th Grade Science Meets or Exceeds:</u> 16%	19%	24%	29%	34%	39%
English Learner	<u>5th Grade Science Meets or Exceeds:</u> 3%	13%	38%	48%	58%	68%
	<u>8th Grade Science Meets or Exceeds:</u> 0%	15%	25%	35%	45%	55%
Socioeconomically Disadvantaged	<u>5th Grade Science Meets or Exceeds:</u> 21%	26%	31%	36%	41%	46%
	<u>8th Grade Science Meets or Exceeds:</u> 17%	22%	27%	32%	37%	42%
Students with Disabilities	<u>5th Grade Science Meets or Exceeds:</u> 13%	18%	23%	28%	33%	38%
	<u>8th Grade Science Meets or Exceeds:</u> 6%	11%	16%	21%	26%	31%
Foster Youth	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Priority 4 Outcome E: English Learner scholars will advance at least one level on the ELPAC each year.
Metric/Method for Measuring: English Learner proficiency rates will meet or exceed the rates of the state and LAUSD averages as demonstrated on ELPAC assessment

Applicable Student Groups	Baseline 2022-2023	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
English Learners	50.5% Overall as measured by ELPAC	52%	55%	58%	62%	65%

Priority 4 Outcome F: English Learner reclassification rate will meet or exceed state and LAUSD’s reclassification rate
Metric/Method for Measuring: English Learner reclassification rates

English Learners	10%	15%	18%	21%	24%	27%
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* Student group not numerically significant at this time

INSTRUCTIONAL DESIGN

Equitas Academy #2 prepares students to enter high schools with a broad and challenging standards-based curriculum and a focus on developing foundational reading and math skills. Equitas Academy #2 provides students with rigorous learning experiences encouraging their development as individuals capable of being admitted and graduating from college and universities. Additionally, Equitas Academy #2 students are encouraged to become self-motivated, competent and lifelong learners who make meaningful contributions to the Pico Union community.

Equitas Academy #2’s key elements, replicable by other Equitas schools include:

- Maintaining curiosity and the joys of learning particularly in middle school instruction
- Addressing skills gaps in literacy and mathematics
- The implementation of college preparatory, standards-based English, math, science and social studies curricula
- Social emotional learning integrated within all elements of learning
- Intentional use of data to drive instructional decisions

The Charter School's innovative elements, replicable by other schools include:

- Intentionally small school setting creating a culture of belonging
- Personalized learning creating student-centered learning tailored to individual student needs, interests, and learning styles.
- Technology integration using blended learning, combining online digital media with traditional face-to-face instruction.
- Integration of Social-Emotional Learning (SEL)
- Mindfulness and emotional intelligence, teaching students' self-awareness, empathy, interpersonal skills, and leadership skills.
- Restorative practices focusing on resolving conflicts through dialogue rather than punishment.
- Community and family involvement
 1. A Community School approach, offering services like mental health care, after-school programs, and connections to local community assets.
 2. Family engagement involving parents and care-givers more deeply in the educational process, ensuring their voice and participation in school decisions and supporting family members to advocate for their community.
- Culturally Relevant Pedagogy using curriculum and teaching practices that reflect and respect the diverse cultural backgrounds of students.
- Professional Learning Communities (PLCs): Groups of educators that collaborate to improve teaching practices and student outcomes.

Research and learning theory have informed the Equitas Academy #2 program framework. Additionally, the revised Equitas Academy Charter School mission and vision supports students to achieve goals aligned with education in the 21st Century. Program goals include focusing on the needs of students for academic success realized through success in middle and high school and eventual college graduation. These goals are realized through providing a safe and structured environment where we facilitate the opportunity and individualized program that students need to meet state content standards, develop strong character and values, and gain academic stamina.

The model for Equitas Academy #2 school is focused on accountability, standard-based curriculum, and high expectations. More specifically Equitas Academy #2:

- is mission-driven school community
- holds high academic and behavioral expectations for every student
- develops competent and experienced school leaders and teachers
- offers a rigorous academic program with intentional student supports
- provides clear standards, research-proven curriculum, and frequent assessments
- focuses on liberatory practices that prioritizes individual and collective human potential and promise

Equitas Academy #2 holds high academic expectations for every student. Equitas Academy #2 continues to develop and maintain a school culture that is achievement-oriented and is built on a set of strong core values and a strong commitment to serve the Pico-Union community. Equitas' new mission, vision and core values are embedded in the organization's six year strategic plan:

Vision 2030. The organization's core values are joy, community, belonging, advocacy and growth. These core values will be explicitly taught to students beginning in the Fall of 2024. The launch of the revised core values will inspire and rally the entire Equitas community toward creating educational environments where students feel seen, heard, valued and where they have voice and choice. Teachers actively model and teach the core values throughout the day of instruction as well as during the weekly community circle. Students are taught leadership skills and are encouraged to be proactive learners who advocate for themselves and others.

Strong school communities are at the heart of Equitas. In addition to the externally vetted, rigorous, and culturally relevant curriculum, software, and resources used across our schools, Equitas also focuses on community-building and wellness as part of creating safe and supportive learning environments for all our students. To guide our work in meeting our mission and vision, as previously stated, Equitas 2030 established the Equitas Approach which focused on academics, well-being and advocacy.

Academics - Students possess the academic skills needed for success in their college, career and life pursuits.

This priority focuses on students and academic preparedness. Equitas Academy #2 believes a robust education is grounded in reading, and sets us up for success in all subject areas and in later years. To accomplish this, Equitas Academy #2 invests in multi-tiered academic and social-emotional support throughout the school day and in extended learning programs to ensure students are learning and thriving holistically.

The delivery of our instruction has evolved to meet the dynamic needs of our community during and following the COVID-19 pandemic. While the challenges of the COVID-19 pandemic have radically augmented the opportunity gap faced by students in underserved communities like Pico-Union, we remain optimistic particularly considering student academic gains noted thus far in the 2023-24 school year. We believe that our continued work to refine and revise our pre-pandemic instructional programming and practices, coupled with our team of veteran educators, will mitigate unfinished learning and facilitate the successful achievement outcomes our students deserve.

It is critical for all leaders, educators and school staff to communicate to students that they have the capacity to meet academic goals and that growth is celebrated and rewarded in the classroom. Each adult at Equitas Academy #2 believes that all students are college-bound and holds students to high academic expectations at every grade level. Teaching to mastery is critical. Classes are structured to optimize learning, with common routines for all daily practices that minimize distraction and disruption from learning time, and with multiple formal and informal checks for understanding. Since all students are expected to meet or exceed grade level standards, if a student does not meet passing scores on assessments, our educators ensure that multiple interventions and opportunities to re-take and re-do assignments based on teacher feedback are put in place to work with the student until they have demonstrated higher levels of mastery with the material.

Equitas Academy #2 formally recognizes and celebrates students who embody the academic and behavioral excellence that lie at the core of our values and educational program. Teachers assign appropriate levels of homework at each grade level, and students are held to high expectations through its completion every night to practice skills taught explicitly during the school day. Because we believe this daily reinforcement of skills and content taught during the school day is critical to students' academic growth, we have structured support within the day to aid its completion.

Well Being - Students and team members possess a holistic range of skills needed to live fulfilling lives and maximize their success.

This priority focuses on students and staff, specifically fostering a holistic view of our students and team. To accomplish this, we emphasize the importance of self-care, compassion, empathy and resiliency.

Advocacy - Students, families, and team members advocate for equity for themselves and others.

This priority focuses on students, staff and families. All students will need to advocate for themselves as they navigate the world after graduating from Equitas Academy #2. Families who advocate for their children help support them in their educational journey. As champions of our students, families and community, all Equitas Academy #2 employees advocate for each other and equity in our community.

Behavior and Culture Expectations

We seek to create student learners and leaders who are confident and self-assured. Our classrooms are risk-free environments where failure is seen as an opportunity for growth. Our educators foster a culture that values learning, experimentation, and resilience. Our classrooms create and maintain high levels of student participation, and students challenge themselves to grow, to learn, to have fun, and to collaborate with one another. Equitas Academy #2 has high standards for student conduct and communicates those with clarity and consistency. Equitas Academy #2 has established a positive, caring atmosphere where students feel safe and successful while being held to high standards of academic rigor at all times. A strong school culture is the foundation of student behavioral expectations and is achieved with consistency from classroom to classroom.

The entire school community is guided by a commitment to restorative justice practices and a clear student Code of Conduct. Implementation of the Code of Conduct is designed to ensure that students and their families have clarity of behavior expectations. Students learn the skills to 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 to assist them in making good choices. Equitas Academy #2's Code of Conduct is based on creating a community of learners who know that their actions impact the entire community. Teachers explicitly work with students to prevent misbehavior and provide appropriate incentives for students who exemplify the behaviors outlined in the code of conduct. Students are recognized for their positive contributions and demonstrated commitment to learning and growing, thus modeling for all students what is expected and celebrated at Equitas Academy #2. Students earn privileges for positive behaviors, which can translate into a variety of fun opportunities. Ultimately, Equitas

Academy #2's goal is to have students internalize our network wide core values of joy, community, belonging, advocacy and growth.

As we endeavor to create a model that is steeped in inclusivity and creates a sense of belonging for all students, we will weave restorative practices into our behavior policies. We recognize that our students come to school with a history and lived experiences that are on their minds and in their hearts. As educators, it is our mission to help them process these thoughts and feelings so they can respond positively to conflict and be more present in class. Restorative practices will be used to replace punitive forms of discipline. Practices like restorative circles that proactively build the relationships and skills students need to support one another and collectively address the challenges they face. A focus on Social Emotional Learning practices in the classroom and across the school with built-in restorative practices will become the bedrock of our student discipline practices.

Competent and experienced school leadership and staff

We know that for any school to be successful, effective leadership must be present. Equitas Academy #2 has a team of strong leaders including a Principal and, currently, two assistant principals who collaboratively lead the school and are supported by a network team of senior leaders with decades of K-12 experience in both district and charter schools including a Chief Executive Officer, Chief Schools Officer and a Managing Director of Schools. Equitas Academy Charter Schools has a centralized network leadership team for all Equitas schools, which ensures Equitas Academy #2 is achieving academic results, organizational excellence, and maintaining financial health

- Chief Executive Officer (“CEO”), reporting to the Board of Directors, is responsible for leadership and management of all aspects of the school’s strategic development and operations, execution of the mission and all external and non-academic functions, including Board relations, regulatory reporting, financial operations, and fundraising. Successful managerial experience and proven practice with our student population is integral to this position.
- Chief Operations Officer (“COO”) reports to and works closely with the CEO. Their focus provides strategic leadership and planning for non-instructional aspects of school management and operations, including facility acquisition and management; information technology; internal financial processes; vendor management; compliance; enrollment; lottery; and student information systems.
- Chief Schools Officer (“CSO”), reports to and works closely with the CEO. In collaboration with the Managing Director of Schools, they focus on leading the work of School Principal management, performance management towards student achievement and the implementation of a rigorous academic program and high expectations-oriented culture. Responsibilities include school performance management, which encompasses managing and developing a team of School Principal focused on strengthening classroom instruction, staff retention and engagement; and leading the vision of school culture for all Equitas schools thereby ensuring high expectations for all students within a culture of achievement that is also safe and welcoming. In addition, alongside the CEO, the CSO develops/executes

on a vision for deeply developing teacher practice and ensuring that every classroom is high performing.

- Chief of Staff (“COS”) reports to and works closely with the CEO. Their focus includes management of the Talent Department and critical functions to support Governance, Communications, Diversity, Equity, Inclusion, and Anti-Racism and development while also serving as a strategic partner to the CEO, the senior staff, and the board. The Chief of Staff will serve as the lead driver of organizational efficiency and equity-driven strategy and carries the responsibility of ensuring that the CEO and organization have the systems and structures in place to achieve its core purpose in policy and practice.

The senior leadership team is supported by several Network staff in the following departments: Talent, Operations and Finance, and the School Team.

School Staff

- Every single school employee focuses on ensuring student safety.
- 1 Principal and 2 Assistant Principals focus on strengthening teaching and learning. Having a School Principal solely devoted to improving instruction and supporting teachers and students allows Equitas Academy #2 to remain focused on academic outcomes. This leadership structure also allows the School Principal to conduct regular classroom observations to keep the focus on coaching teachers in ways that accelerate learning.
- 1 School Operations Manager assists with all operational matters at the school site, is responsible for operations and reporting, and ensuring that the school is operating smoothly. The School Operations Manager has an indirect reporting relationship to the School Principal and a direct reporting relationship to the Director of School Operations
- 2 Instructional Coaches lead coaching cycles to develop teachers and other instructional staff as needed through observations and feedback and coaching sessions/conversations.
- 1 Culture Coordinator leads culture work on the school campus, including strengthening restorative justice practices. They co-plan and co-lead PD on culture and Positive Behavior and Intervention Supports. They also support family connections and engagement.
- A cohort of 16 educators serve Equitas Academy #2 students. Teachers are recruited and retained by the School Principal based on effective practice. Teachers are committed to serving the varied needs of learners including English Learners and students with disabilities and are also committed to collaborating in the school and across the network to share best practice. Teachers are committed to partnering with families to ensure student success. Teachers are credentialed, have content expertise, implement curriculum and assessments to fidelity, and meet our high standards and expectations for success.

To develop and ensure teacher effectiveness, teachers are observed regularly by the Principal, Assistant Principal, and/or instructional coaches. Teachers receive actionable feedback on an ongoing basis. Teachers participate in a week of professional learning prior to the opening of the

school with additional professional development throughout the year based on the needs of the students/staff identified through observations and instructional rounds. Prior to the school year starting, teachers practice school-wide routines that support effective classroom management and successful implementation of lesson design. Teachers are also provided time for lesson internalization, reviewing the cognitive demand of assessments, and analyzing state standards and standardized test questions to ensure curriculum alignment. Teachers are given daily planning time to collaborate with coaches, other teachers and school leadership. Instruction and its improvement drive the school culture and learning, and its measurable, results-driven instruction. Equitas Academy #2's staffing and operations design supports all facets of the instructional program.

We offer a rigorous academic program with intentional student support

Students need access to continuous and rigorous academic programming. Equitas Academy #2 ensures a foundation of skills, and a rigorous academic program sets students on the path for academic success.

- Foundational Skills—Common Core and the Content Areas: The 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 Next Gen Science Standards.
- College awareness and readiness: To ensure college graduation, Equitas Academy #2 emphasizes college awareness and readiness from the moment a student enrolls in our network. As a middle school, Equitas Academy #2 has the opportunity to benefit from the efforts of Equitas elementary school teammates who consistently facilitate the core belief that all Equitas students will be prepared to go to college. Students, along with their families, take field trips to local universities beginning in 5th grade. While the work and college discussion begin 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 high schools and other post-secondary institutions. Our “Family, Alumni, and Community Engagement” support team are uniquely positioned to ensure that the systems are in place to track alumni throughout their high school, college, and post-secondary journey. Equitas Academy #2 remains connected with students from day one and continue the relationship through college graduation.
- Extended Day and Year: A critical element of the program at Equitas Academy #2 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. Extended learning opportunities are provided before and after the regular school day, on Saturdays, and during the summer.

We provide clear standards-based curricula and curricular resources, research based pedagogy and aligned formative and summative 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 are externally vetted, rigorous, culturally responsive, and fully align with Common Core State Standards and the Next Generation Science Standards. Network staff, the School Principals and instructional coaches guide and support all classroom teachers as they organize and plan lesson implementation using standards, with reliance on the CDE’s Curriculum Frameworks for each subject. All assessments and instruction are designed for mastery of the standards.

Research-Proven Curriculum

Equitas Academy #2 utilizes curricula which are research based and have a proven track record. Using the state adopted curriculum that is standard-based ensures students have access to standards-aligned, research-proven instruction.

Frequent Assessments

Equitas Academy #2 believes that regular assessments are crucial for evaluating student learning and mastery of grade-level standards. At the start of each school year, incoming students undergo grade-level standardized assessments, which provide teachers with the necessary information to tailor lessons and adjust pacing accordingly. The i-Ready formative benchmark assessments are administered three times a year, offering a clear picture of student mastery and helping educators identify students who may need additional support to achieve mastery. In addition to i-Ready, curriculum-based assessments are administered more frequently throughout the school year.

All assessment data is used to monitor individual and cohort progress over time and to evaluate the effectiveness of the curriculum and teaching methods. After each assessment cycle, teachers meet with the principal, assistant principal, or instructional coach to review the results and develop action plans to address any identified learning gaps. Assessment data informs whole-class instruction, small group instruction, and one-on-one tutoring. By consistently using data to guide instruction, the academic needs of every student are met. This thoughtful, sequential series of regular assessments (see Elements 2 and 3 for more details) continuously provides leadership and staff with insights into the effectiveness of the instructional program and student support, guiding all decisions in a timely and proactive manner for each student.

We are a mission-driven school community

We involve all members of the school community in the pursuit of our mission, and to continuously channel our collective energies towards our unrelenting goal of academic achievement and college and career readiness for every child. As previously mentioned, within our achievement-oriented school community, we engage all educational partners in exemplifying Equitas’ core values— joy, community, belonging, advocacy and growth.

Every member of the Equitas community understands their role in achieving equitable outcomes for all our students. The Board of Directors brings varied expertise, true partnership, and commitment to excellence in governing the network and Equitas Academy #2.

As a community school, the leaders and staff members at Equitas Academy #2 counts on the support of families and community based organizations. Equitas Academy #2 proactively ensures that the following educational partners are continuously engaged in realizing our school mission and vision:

- Students are taught and inspired to embrace membership in an inclusive school community environment that embodies the Equitas Academy #2 core values. They are expected to demonstrate their commitment to 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 progress toward both academic and personal goals.
- Parents/Families are expected to be active partners in their child’s education through family orientations, home visits, parent workshops, volunteer opportunities and frequent communications between school and home. After the school lottery, families attend an orientation meeting in which school leaders explain the school mission, philosophy, code of conduct and family responsibilities. Before the first day of school, Equitas Academy #2 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 an Acknowledgement of Receipt Form after they receive a copy of the Student-Family Handbook.
 - Families are invited to attend family workshops during the school year. Workshop topics include the transition from elementary to middle school, preparation for college preparatory high schools, high-leverage home strategies to support students in the home setting. Families also have an opportunity to inspire the workshop topics. In helping our students reach a high level of rigor, we ensure we are meeting the needs of our families whether they speak a language other than English or have limited educational backgrounds. These workshops are bilingual, optional, and highly encouraged for families to attend.
 - Cafecitos (or coffee talks) occur in the morning once a month. In these collaborative connection spaces school leadership and/or teachers have conversations with families regarding curriculum, homework support, and high leverage home strategies. Cafecitos are a time for parents and the school team to communicate and build relationships all in support of the school’s mission and ambitious goals. The School Principal facilitates these gatherings and translation is provided.
 - Parent teacher conferences that include the student are held twice annually to ensure that teachers, students and parents are communicating about the student’s progress and or any concerns. These conferences center the student and are designed to motivate students 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.

- Alumni from Equitas Academy #2 remain connected to our students after matriculation because we have developed a strong alumni network, exemplifying our college-driven focus. Over time, alumni will be given opportunities to apply for studentships and to return to Equitas Academy #2 to tutor students, participate in high school and college chats and mentor members of the current student body.
- Community based business and organizations play a critical role in our success. Equitas Academy #2 has partnered with our neighbors and community based organizations in the Pico-Union and surrounding area through outreach efforts to business, policy makers, community leaders, and key stakeholders that are dedicated to helping students achieve academic success. Equitas Academy #2 has formed partnerships with the Pico Union Neighborhood Council, Pico Union Project, the Salvation Army, Central City Neighborhood Partners, Families In Schools, Koreatown Youth & Community Center, the Cesar Chavez Foundation and Councilmember Hernandez's Office. 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.

Equitas Academy #2's mission and vision are realized by providing a safe and rigorous learning environment in our schools where we were able to support students to meet academic standards articulated through clear expectations outlined in standards for proficiency, alignment in core values, and academic stamina to ensure that students are prepared for the cognitive demands of high school and beyond. We further detail the academic program and the teaching methodologies that inform the development of our educational program, which include:

- Extended Learning Time
- Teaching for Mastery
- Strategies and Supports for Students Mastery of Instructional Material
- Intensive Focus on Literacy and Mathematics
- Socio-emotional learning

Extended Learning Time

A critical component of the Equitas Academy #2 model is to provide teachers more time to teach and support students, and to provide more time for students to learn and advance. Increased instructional time allows students more time to learn and more time used in a targeted and constructive manner will result in stronger student performance. Equitas Academy #2 students attend school from 8:00 am until 3:15 pm. After-school tutoring and homework assistance is provided for students who do not adequately complete daily assignments and voluntary for students who would like a quiet space to complete their work or need tutoring support afterschool. The extended school day is designed to provide more time for learning in addition to opportunities for after-school tutoring (provided by teachers), enrichment (provided by enrichment teachers), and other supports. The school day schedule allows for more time in school and a substantial amount of time over the minimum required annual minutes of instruction:

State Required Minutes (annually)	54,000
Equitas Academy #2 Instructional Minutes (annually)	64,000
Number of Minutes Over the State Required Minutes (annually)	10,000

Annually, we provide 10,000 more minutes (or 166 more hours) of instructional time than required by the California Department of Education. Within our extended day and extended year program, Equitas Academy #2 provides daily support to ensure the additional learning time is used in developmentally appropriate ways. To keep students focused, teachers ensure the pacing of lessons is interactive and engaging. The use of chants, kinesthetic movements, and positive reinforcements will encourage student engagement.

Teaching for Mastery

Assessment is essential for measuring students’ academic needs and ensuring that all students are mastering the learning standards. At the beginning of every school year, incoming students are assessed with standardized assessment tools such as i-Ready, previously NWEA MAP, giving teachers’ assistance in the process of standards-based curriculum implementation, lesson scope, sequencing and pacing. This 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 Common Core State Standards. We leverage resources that unpack standards and help us understand the pre-requisite skills that students need in order to meet grade-level standards. At the midpoint and end of each year, we administer these same assessments to measure individual and cohort longitudinal progress and the efficacy of the curriculum and instruction, designing refinements and changes where needed.

Strategies and Supports for Students Mastery of Instructional Material

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

- Clear, engaging, high-quality lessons in the classroom
- Increased learning time relative to other district schools
- Co-Teaching, pull-out and push-in instruction by teachers certified with a special education credential and related services such as counseling, speech, and occupational and physical therapy for students who require it
- Teachers tutor students who require additional individual and small-group attention occurs during the school day Intentional English Learner curriculum and supports for English Language Development.

All these strategies and supports ensure that all students (high achieving students, students with disabilities, English Language Learners, and/or students not maintaining academic standards) meet and/or exceed the high standards of the instructional program at Equitas Academy #2.

Intensive Focus on Literacy and Mathematics

Intensive focus on literacy and mathematics is a common educational strategy aimed at improving student outcomes in these fundamental areas through a Multi-tiered System of Supports (MTSS) and adolescent literacy support across all content areas. Equitas Academy #2's instructional design includes the following components and strategies:

- Literacy:
 - Reading, writing and critical thinking are practiced through the analysis of fiction and non-fiction texts from various perspectives across all content areas
 - Tiered foundational literacy support based on student data to address:
 - Reading Comprehension: Developing strategies for understanding and interpreting texts, such as summarizing, questioning, and predicting.
 - Vocabulary Building: Expanding students' word knowledge through direct instruction, reading diverse texts, and using vocabulary in context.
 - Fluency Practice: Focusing on reading speed, accuracy, and expression to improve overall reading fluency. This might involve repeated reading and oral reading practice.
 - Writing Skills: Enhancing students' ability to write clearly and effectively through practice with various genres, grammar instruction, and writing process strategies (prewriting, drafting, revising, editing)
 - Phonemic Awareness and Phonics: For students who need continued practice in this element of literacy, support is offered to emphasize the relationship between letters and sounds to improve reading skills. This includes activities like decoding words.
- Mathematics:
 - Conceptual-based math instruction facilitated through student inquiry, skill building, modeling, and misconception unpacking and understanding,
 - Tiered foundational math support based on student data to address:
 - Number Sense: Building a strong understanding of numbers, including concepts like place value, basic operations (addition, subtraction, multiplication, division), and understanding fractions and decimals.
 - Problem-Solving Skills: Teaching students how to approach and solve mathematical problems using strategies like breaking problems into smaller parts, using visual aids, and working backwards.
 - Mathematical Operations: Providing practice with various operations and their properties to ensure fluency and accuracy in calculations.
 - Conceptual Understanding: Helping students grasp underlying mathematical concepts and relationships rather than just memorizing procedures.
 - Application of Math Skills: Encouraging the use of mathematics in real-world contexts, such as measuring, budgeting, and data analysis.

An intensive focus on literacy and math can help address learning gaps, build foundational skills, and set students up for long-term academic success.

Social Emotional Learning

Equitas Academy #2 approach to Social Emotional Learning is aimed at leveraging students' assets to develop students' emotional intelligence, interpersonal skills, and self-awareness. It's a crucial component of a well-rounded education and can significantly impact students' academic success, relationships, and overall well-being. Our SEL instruction is explicitly provided in our Advisory period and integrated with instruction throughout the day. SEL instruction contains the following core competencies:

- Self-Awareness: Recognizing and understanding one's emotions, values, and strengths, as well as having a realistic sense of self-confidence.
- Self-Management: Managing emotions, thoughts, and behaviors effectively in different situations. This includes setting and achieving goals, managing stress, and regulating emotions.
- Social Awareness: Understanding and empathizing with others' perspectives and feelings. This involves recognizing social norms and appreciating diversity.
- Relationship Skills: Building and maintaining healthy relationships through effective communication, cooperation, conflict resolution, and teamwork.
- Responsible Decision-Making: Making ethical and constructive choices about personal and social behavior, including evaluating the consequences of actions and considering the well-being of oneself and others.
- Leadership Development: Student leadership plays a pivotal role in the development of a well-rounded education and the cultivation of essential life skills. Equitas Academy #2 prioritizes leadership opportunities to offer students the chance to take on meaningful responsibilities, make decisions, and contribute to the school community, thereby preparing them for future leadership roles in their careers and other life pursuits.

CURRICULUM AND INSTRUCTION

ENGLISH LANGUAGE ARTS

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

Equitas Academy #2 adopted the Expeditionary Learning Curriculum as its core English Language Arts curriculum resource. Ed Reports has rated the curriculum as all green: "The instructional materials for grades 5, 6, 7, and 8 meet the expectations of alignment and usability. Over each grade, texts are of high quality and include rigorous reading, writing, speaking and listening, and language practice. Students can engage with texts and tasks that promote knowledge building and

are engaging. Support for teachers to implement the materials with fidelity are clear and include guidance for differentiating to authentically grow students' skills." (www.edreports.org). Expeditionary Learning Curriculum's core practices are:

- Learning is challenging: Students are supported to do far more than they think they can. Teachers expect excellence and teach in ways that enable students to learn deeply, surpass standards, and produce high-quality work. Students and teachers model academic courage.
- Learning is active: Students are scientists, urban planners, historians, artists, and activists, exploring ideas and engaging in authentic work that allows them to contribute to their communities and promote equity and social justice.
- Learning is meaningful: Students build deep understanding of concepts and can apply their skills and knowledge to new contexts and real-world issues. They are learning with a purpose- getting smart to do good- and see that their education is in service of building a better world.
- Learning is collaborative: School leaders, teachers, students, and families work together to create a culture of respect, responsibility, and joy in learning. The school community is a place where all students and adults feel that they belong, support each other to succeed, and are inspired to be their best selves.
- Learning is public: Students produce high-quality work for presentation to audiences within and beyond the school. They reflect on what and how they learn with peers, teachers, and community members. Hallways and classrooms are filled with evidence of learning and beautiful student work.

Equitas Academy #2's goal is to ensure that all students matriculate reading, writing and speaking at or above grade level as a critical component in our students' ability to master all other subjects and succeed in high school and college.

Equitas Academy #2 provides a minimum 60 minutes per day of English language arts instruction in grades five through eight. And, all core content teachers provide literacy instruction by incorporating reading, writing, and critical thinking strategies across all content areas including in enrichment courses. Lessons have explicit purpose, guided by learning objectives for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement. Expeditionary Learning provides a variety of lesson types including workshops, discovery-based lessons, protocol-based lessons and other formats like labs, lectures, and work sessions. Teachers craft a beginning, middle and end regardless of lesson type to ensure engagement and opportunities to check for understanding. For example, the teacher may ask the students to further their understanding of their book by utilizing close reading strategies. At the end of guided reading, students discuss the connections made during their reading. Teachers also actively coach students during the reading time to ensure students are utilizing comprehension strategies, choosing appropriate books, and constructing meaning during their reading time.

In 5th through 8th grade, the Common Core State Standards English Language Arts standards are fully implemented. Teachers engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the English Language Arts program. All teachers have made the shift to emphasizing close reading and informational text, which is articulated at different levels of rigor (in accordance with the specific grade level standards) in each grade level. The language arts program utilizes a variety of resources to enhance student learning, including trade books, primary historical documents, and non-fiction texts. Supplemental materials include leveled text, shared text, practice assessments aligned to state testing expectations, and grammar, mechanics, and usage resources are also used to supplement core instruction.

Also In 5th grade, students are exposed to complex texts and given explicit instruction on close reading strategies for reading these pieces of text fluently, with comprehension and deep levels of analysis. In lesson plans, English Language Arts teachers identify the pieces of complex text in each lesson, the strategies used to ensure all students access the text and gain knowledge from the practice of reading, methods of questioning needed to elicit high levels of comprehension, sentence frames for writing and thinking, and writing products that will reveal mastery of the objective.

In 6th and 7th grade, the level of complexity in text selections increases. Students can grapple with different texts and analyze the development of arguments throughout each text, comparing the writer’s argument, and analyzing the validity of evidence presented. As the Common Core State Standards strands increase in rigor from grade 5 to grade 8, the teachers appropriately plan to strategically pace and scaffold lesson plans to ensure all students can successfully achieve at the rigor of the grade level.

The Alignment to standards and pacing is depicted below:

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 5	Topic	5M1: Stories of Human Rights	5M2: Biodiversity in the Rainforest	5M3: Athlete Leaders of Social Change	5M4: The Impact of Natural Disasters
	Writing Tasks*	<ul style="list-style-type: none"> Revising an Analytical Essay: Comparing Character Responses to An Event in <i>Esperanza Rising</i> (W.5.4, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6) Monologue Performance and Program (RF.5.4, W.5.4, W.5.5, W.5.8, W.5.10) 	<ul style="list-style-type: none"> Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in <i>The Most Beautiful Roof in the World</i> (RL.5.1, RF.5.4, W.5.2, W.5.9, and W.5.10) Rainforest Adventures Ebook (W.5.3, W.5.4, W.5.6, W.5.10) 	<ul style="list-style-type: none"> Opinion Essay: Factors of Jackie Robinson’s Success (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10) Poster: Personal Qualities to be an Effective Leader of Change (RI.5.1, RI.5.9, W.5.4, W.5.8, W.5.9b, and W.5.10) 	<ul style="list-style-type: none"> Opinion Essay: Personal Items for My Emergency Preparedness Kit (W.5.1, W.5.4, W.5.5, W.5.6, W.5.10, and L.5.2e) Presentation: Preparing for a Natural Disaster (SL.5.4, SL.5.5, SL.5.6)
	Required Trade Books**	RL - <i>Esperanza Rising</i> , Pam Muñoz Ryan RI - <i>A Life Like Mine</i> , DK Publishing RI - <i>Universal Declaration of Human Rights</i> , United Nations (excerpts; no purchase necessary)	RL - <i>The Great Kapok Tree</i> , Lynne Cherry RL - <i>Seeds of Change</i> , Jen Cullerton Johnson RI - <i>The Most Beautiful Roof in the World</i> , Kathryn Lasky	RI - <i>Promises to Keep: How Jackie Robinson Changed America</i> , Robinson, Sharon	RL – <i>Eight Days: A Story of Haiti</i> , Edwidge Danticat

Grade 6				
	Module 1: Reading, Writing, and Speaking Grounded in Evidence	Module 2: Researching to Build and Present Knowledge (Science)	Module 3: Analyzing, Interpreting, and Evaluating Text	Module 4: Researching to Write and Present Arguments
Topic	6M1: Greek Mythology	6M2: Critical Problems and Design Solutions	6M3: American Indian Boarding Schools	6M4: Remarkable Accomplishments in Space Science
Standards Assessed	RL: RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.6, RL.6.7, RL.6.9, RL.6.10 RI: RI.6.1, RI.6.2, RI.6.4, RI.6.10 W: W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10 SL: SL.6.1a, SL.6.1b L: L.6.4, L.6.4a, L.6.4c, L.6.4d, L.6.5, L.6.6	RI: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.7, RI.6.10 W: W.6.2, W.6.4, W.6.6, W.6.7, W.6.8, W.6.9b, W.6.10 SL: SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2, SL.6.6 L: L.6.4a, L.6.5a, L.6.5c, L.6.6	RL: RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.6, RL.6.10 RI: RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.7, RI.6.10 W: W.6.1, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10 SL: SL.6.2, SL.6.6 L: L.6.1, L.6.2, L.6.3, L.6.3a, L.6.5a, L.6.5c, L.6.6	RI: RI.6.1, RI.6.3, RI.6.4, RI.6.6, RI.6.8, RI.6.9, RI.6.10 W: W.6.1, W.6.1b, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9b, W.6.10 SL: SL.6.1d, SL.6.3, SL.6.4, SL.6.5, SL.6.6 L: L.6.2, L.6.3, L.6.6
Required Trade Books and Resources ¹	<ul style="list-style-type: none"> <i>The Lightning Thief</i>, Rick Riordan (680L). ISBN: 9780786838653 <i>Percy Jackson & The Olympians: The Lightning Thief</i> (DVD), Chris Columbus (director). UPC: 024543668824 	<ul style="list-style-type: none"> <i>The Boy Who Harnessed the Wind</i> (Young Readers Edition), William Kamkwamba and Bryan Mealer (850L). ISBN: 9780147510426 	<ul style="list-style-type: none"> <i>Two Roads</i>, Joseph Bruchac (740L). ISBN: 9780735228870 	<ul style="list-style-type: none"> <i>Hidden Figures</i> (Young Readers' Edition), Margot Lee Shetterly (1120L). ISBN: 9780062662378 <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i> (Picture Book), Margot Lee Shetterly (980L). ISBN: 9780062742469 (six per classroom)

Grade 7				
	Module 1: Reading, Writing, and Speaking Grounded in Evidence	Module 2: Researching to Build and Present Knowledge (Science)	Module 3: Analyzing, Interpreting, and Evaluating Text	Module 4: Researching to Write and Present Arguments
Topic	7M1: The Lost Children of Sudan	7M2: Epidemics	7M3: The Harlem Renaissance	7M4: Plastic Pollution
Standards Assessed	RL: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.7, RL.7.9, RL.7.10 RI: RI.7.1, RI.7.2 W: W.7.2, W.7.3, W.7.4, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10 SL: SL.7.1a, SL.7.1b, SL.7.1c, SL.7.2 L: L.7.4, L.7.6	RI: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.8, RI.7.10 W: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.10 SL: SL.7.1, SL.7.4, SL.7.6 L: L.7.1, L.7.2, L.7.3, L.7.4, L.7.6	RL: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.10 W: W.7.1, W.7.5, W.7.6, W.7.9a, W.7.10 SL: SL.7.4, SL.7.5, SL.7.6 L: L.7.1, L.7.1a, L.7.1b, L.7.4a, L.7.5a, L.7.5c, L.7.6	RI: RI.7.1, RI.7.2, RI.7.4, RI.7.6, RI.7.7, RI.7.9, RI.7.10 W: W.7.1, W.7.5, W.7.6, W.7.9, W.7.9b, W.7.10 SL: SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6 L: L.7.1, L.7.1c, L.7.2, L.7.4, L.7.5, L.7.5b
Required Trade Books and Resources ¹	<ul style="list-style-type: none"> <i>A Long Walk to Water</i>, Linda Sue Park (720L). ISBN: 9780547577319 <i>A Long Walk to Water</i> (Audiobook), Linda Sue Park. ISBN: 9780547532844 <i>Brothers in Hope: The Story of the Lost Boys of Sudan</i>, Mary Williams (610L). ISBN: 9781584302322 <i>God Grew Tired of Us</i> (DVD), Christopher Dillon Quinn (director). UPC: 0043396198999 <i>Nasreen's Secret School: A True Story from Afghanistan</i> (Ebook), Jeanette Winter (AD630L). ISBN: 97814422441217 	<ul style="list-style-type: none"> <i>Patient Zero</i>, Marilee Peters (1010L). ISBN: 9781554516704 	<ul style="list-style-type: none"> <i>One Last Word: Wisdom from the Harlem Renaissance</i>, Nikki Grimes (NP). ISBN: 9781619635548 <i>Shuffle Along</i> (CD), Eubie Blake. UPC: 632433320426 	<ul style="list-style-type: none"> <i>Trash Vortex: How Plastic Pollution Is Choking the World's Oceans</i>, Danielle Smith-Llera (1120L). ISBN: 9780756557492 <i>A Plastic Ocean</i> (DVD), Craig Leeson. UPC: 602573215302

Grade 8				
	Module 1: Reading, Writing, and Speaking Grounded in Evidence	Module 2: Researching to Build and Present Knowledge (Science)	Module 3: Analyzing, Interpreting, and Evaluating Text	Module 4: Researching to Write and Present Arguments
Topic	8M1: Folklore of Latin America	8M2: Food Choices	8M3: Voices of the Holocaust	8M4: Lessons from Japanese American Internment
Standards Assessed	RL: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.9, RL.8.10 RI: RI.8.1, RI.8.2, RI.8.4, RI.8.10 W: W.8.2, W.8.3, W.8.4, W.8.6, W.8.9a, W.8.10 L: L.8.4, L.8.5a, L.8.6	RI: RI.8.1, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10 W: W.8.1, W.8.4, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10 SL: SL.8.2, SL.8.3, SL.8.4, SL.8.5 L: L.8.1, L.8.2, L.8.4a, L.8.4b, L.8.5b, L.8.5c, L.8.6	RL: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.10 W: W.8.3, W.8.4, W.8.6, W.8.10 L: L.8.1, L.8.2, L.8.2a, L.8.2b, L.8.3, L.8.5a	RL: RL.8.1, RL.8.7 RI: RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.10 W: W.8.1, W.8.4, W.8.5, W.8.6, W.8.9b, W.8.10 SL: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.5, SL.8.6 L: L.8.2c, L.8.4a, L.8.4b, L.8.5a, L.8.5c, L.8.6 (L.8.1 and L.8.3 optional)
Required Trade Books and Resources ¹	<ul style="list-style-type: none"> <i>Summer of the Mariposas</i>, Guadalupe Garcia McCall (840L). ISBN: 9781620140109 	<ul style="list-style-type: none"> <i>The Omnivore's Dilemma</i> (Young Readers Edition), Michael Pollan (930L). ISBN: 9781101993835 <i>Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food</i> (DVD), NourishLife. UPC: 850075002290 	<ul style="list-style-type: none"> <i>Maus I: A Survivor's Tale: My Father Bleeds History</i>, Art Spiegelman (RL NP). ISBN: 9780394747231 	<ul style="list-style-type: none"> <i>Farewell to Manzanar</i>, Jeanne Wakatsuki Houston and James D. Houston (1040L). ISBN: 9781328742117 <i>Farewell to Manzanar</i> (DVD), John Korty (director). UPC: 0000000230021

READING ACROSS THE CURRICULUM

Classes in social studies and science will be able to serve both as an opportunity to develop students' core reading skills to a greater degree, as well as to increase their content knowledge in these subjects. Increasing reading fluency across subject areas will allow students to access content in all of their classes to a greater degree. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information.

MATHEMATICS

Teachers deliver conceptual based math instruction in both inquiry-based lessons and traditionally structured lesson cycles grounded in Leap Math curriculum (previously known as Achievement First or AF Math) resource to address all Common Core State Standards math standards. The tenets and practices are in service of the California Standards for Mathematical Practice:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics

- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

The Leap Math curriculum is built on the following practices:

Greater focus on fewer topics: The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:

- In grade 5: Concepts, skills and problem solving related to multiplication and division of whole numbers and fractions
- In grade 6: Ratios and proportional relationships, and early algebraic expressions and equations
- In grade 7: Ratios and proportional relationships, and arithmetic of rational numbers
- In grade 8: Linear algebra and linear functions

Coherence: Linking topics and thinking across grades: Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. For example, in 4th grade, students must “apply and extend previous understandings of multiplication to multiply a fraction by a whole number” (Standard 4.NF.4). This extends to 5th grade, when students are expected to build on that skill to “apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction” (Standard 5.NF.4). Each standard is not a new event, but an extension of previous learning.

Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

Rigor - Pursue conceptual understanding, procedural skill and fluency, and application with equal intensity: Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

- Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

- Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.
- Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Using the curriculum as a guide, math teachers implement a gradual release of responsibility, adding fluidity to the traditional lesson cycle and giving students the opportunity to grapple with complex tasks and constructively build their knowledge through cognitively challenging activities, with appropriate support. This support includes multiple opportunities to reinforce addition, subtraction, multiplication, and division. In addition to the Common Core State Standards in mathematics, Equitas Academy #2 math teachers receive intensive professional development from site leadership, and external partners like Leap Consulting in implementing both the Common Core State Standards and the Standards for Mathematical practice, which are the vehicle in which the content standards are delivered. The Standards for Mathematical Practice are embedded in instruction. The State Standards-based curriculum (including implementation of Common Core State Standards) focuses on the mastery of procedural fluency and problem solving as a foundation for mathematical success. Math concepts are not taught in isolation but are constantly reinforced. Students are given time to process, practice and master mathematical concepts.

In all grades, students' math period includes mathematics operations (focusing on math computation) and mathematics problem solving (focusing on math application). The math program is set up to teach the Common Core State Standards. When students need additional assistance, teachers will use small group instruction or organize small groups for additional tutoring before or after school. The curriculum recognizes that students need both basic fact knowledge and "automaticity" with procedural computation as well as deep understanding of conceptual concepts and the ability to solve complex mathematical problems. Teachers require students to apply this strong basic skills knowledge in challenging problem-solving situations. Specifically, students are expected to: use basic symbols to solve simple and complex problems; gather and interpret data using graphs and charts, predict outcomes of probability experiments; and solve problems involving proportional relationships.

In 7th and 8th grade, students are deciphering and responding to complex word problems. All teachers know student reading and math growth goals via i-Ready benchmarks and i-Ready's lesson mastery data. This data is used to support students as they work through these word problems, an important intersection of skills in reading and mathematics.

In 8th grade math, students study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They graph

linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students factor second and third degree polynomials and simplify fractions with polynomials. Students use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion. Literacy and writing are wrapped into every math lesson that is provided. In all grade levels, students are required to read word problems and to answer written responses to math problems. Students practice skills included reading and analyzing informational text and information.

SCIENCE

Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. Using Amplify Science as a resource to attain mastery of the Next Generation Science Standards, Equitas Academy #2 has ensured that students have access to an engaging and challenging curriculum. Science assessments, for example, include sections that focus on the scientific concepts and key terms from a unit of instruction as well as a performance task component that require students to synthesize and analyze data from laboratory experiments. Science teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills. Science teachers implement the science practice standards of the “Next Generation Science Standards Framework” including:

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

Middle school teachers learn how to incorporate science practice standards, as they are new expectations for the science classroom. Students develop these practices as habits of mind and are expected to internalize them as part of their science practice. Amplify Science is Equitas Academy #2, science curriculum which blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify Science for grades has been rated all-green by Ed Reports. Students will engage in the following units:

Equitas Academy #2: Science Units of Study	
<p><u>Grade 5</u> Patterns of Earth and Sky Modeling Matter The Earth System</p>	<p><u>Grade 6</u> Microbiome Metabolism Traits and Reproduction</p>

Ecosystem Restoration	Thermal Energy Ocean, Atmosphere, and Climate Weather Patterns Earth's Changing Climate
<u>7th Grade</u> Geology on Mars Plate Motion Rock Transformations Phase Change Chemical Reactions Populations and Resources	<u>Grade 8</u> Harnessing Human Energy Force and Motion Magnetic Fields Light Waves Earth, Moon, and Sun Natural Selection Evolutionary History

HISTORY-SOCIAL SCIENCE

Social Studies instructional practices at Equitas Academy #2 are designed to help scholars understand the world, both historically and in the context of current events, and how these shape our daily lives. Students are encouraged to investigate events and issues from multiple perspectives, enabling them to make informed decisions and construct meaningful interpretations. The curriculum and instructional materials are reflective of scholars' diverse backgrounds, ensuring that the topics are relevant to the students we serve. Equitas Academy #2 uses a California state-adopted Social Studies curriculum that aligns with the California Department of Education's History-Social Science Framework, meeting the needs of all scholars, including English Learners (ELs) and scholars with disabilities (SWD), who receive tailored support and scaffolding. The Social Studies course integrates inquiry-based and culturally responsive teaching methods, along with social-emotional learning opportunities. Teachers are equipped with resources and tools to guide scholars in understanding positive, effective, and ethical interactions within their local community, the state, the nation, and the broader world.

Equitas Academy #2: History Units of Study	
<p><u>Grade 5: United States History and Geography - Making a New Nation</u></p> <ul style="list-style-type: none"> • <u>The first Americans (up to 1492)</u> • <u>Exploring the Americas</u> • <u>Colonial America</u> • <u>Life in the American Colonies</u> • <u>The Spirit of Independence</u> • <u>The American Revolution</u> • <u>A More Perfect Union</u> • <u>The Constitution</u> 	<p><u>Grade 6: World History and Geography - Ancient Civilizations</u></p> <ul style="list-style-type: none"> • <u>The Rise of Civilization</u> • <u>The Spread of Civilization</u> • <u>Early Empires in the Ancient Near East</u> • <u>The Ancient Greeks</u> • <u>India's First Empires</u> • <u>The First Chinese Empires</u> • <u>The Romans</u>

<ul style="list-style-type: none"> • <u>The Federalist Era</u> • <u>The Jefferson Era</u> • <u>Growth and Expansion</u> • <u>The Jackson Era</u> • <u>Manifest Destiny</u> • <u>North and South</u> • <u>The Spirit of Reform</u> • <u>Toward Civil War</u> • <u>The Civil War</u> • <u>The Reconstruction Era</u> 	<ul style="list-style-type: none"> • <u>The Byzantine Empire and Emerging Europe</u> • <u>Islam and the Arab Empire</u>
<p><u>7th Grade: World History and Geography: Medieval and Early Modern Times</u></p> <ul style="list-style-type: none"> • <u>Medieval Kingdoms in Europe</u> • <u>Civilizations of East Asia</u> • <u>Crusades and Culture in the Middle Ages</u> • <u>Kingdoms and the States of Medieval Africa</u> • <u>Pre-Columbian America</u> • <u>The Renaissance in Europe</u> • <u>The Age of Exploration</u> • <u>Conflict and Absolutism in Europe</u> • <u>The Muslim Empires</u> • <u>The East Asian World</u> • <u>The Enlightenment and Revolutions</u> 	<p><u>Grade 8: United States History and Geography - Growth and Conflict</u></p> <ul style="list-style-type: none"> • <u>The Reconstruction Era</u> • <u>Opening the West</u> • <u>The Industrial Age</u> • <u>An Urban Society</u> • <u>The Progressive Era</u> • <u>Rise to World Power</u> • <u>World War I</u> • <u>The Jazz Age</u> • <u>The Depression and the New Deal</u> • <u>America and World War II</u> • <u>The Cold War Era</u> • <u>The Civil Rights Era</u> • <u>A Troubled Nation</u> • <u>New Challenges</u>

ENGLISH LANGUAGE DEVELOPMENT

The English Learner student population at Equitas Academy #2 has increased meaningfully during the term of the last charter, growing from 17% in 2017-2018 to 28% in 2022-2023). Given that English Language Development is a priority for more than 1 in 4 students and is foundational to success in grade-level mastery in all subject areas, explicit attention is given to ensuring that English Language Development is woven throughout Equitas Academy #2 classrooms. Designated English Language Development occurs daily during a 30-minute school-wide intervention period in which English Learner students are placed into small groups based on their English Language Proficiency Assessment for California (“ELPAC”) proficiency level. Designated English Language Development is taught by the grade level English teacher. The Designated English Language Development model ensures that students are placed in English Language Development courses that align to their language proficiency levels. Schools use data from the Summative English Language Proficiency Assessment for California, specifically, domain data to place students in

courses. Throughout the year, teachers gather quantitative and qualitative data to determine if students' current course placement meets their needs. During Designated English Language Development linguistic scaffolds are differentiated to ensure the appropriate level of support is offered.

The following is a general description of the Designated ELD courses available at Equitas Academy #2:

Designated English Language Development Course	Designated English Language Development Course Level 1	Designated English Language Development Course Level 2	Designated English Language Development Course Level 3	Designated English Language Development Course Level 4
Placement Information	Students are placed in Designated Level course due to a need for them to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	Students placed in Designated ELD course 2 are challenged to increase their English skills in more contexts. They develop additional vocabulary and simple sentence structures.	Students are placed in Designated ELD course 3 to learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways.	Students are placed in Designated ELD course 4 to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
Exit Information/Outcomes	English learners exit this course when they have basic English skills in social	English learners exit this course when they develop fluency in their English skills in	English learners exit this course when they develop	Students who have reached "proficiency" in the English language

	and academic contexts. This often means that students have progressed to an overall level 2 on the Summative ELPAC	social and academic contexts. This often means that students have progressed to an overall level 3 on the summative ELPAC.	fluency in their ability to communicate about a range of topics and academic content areas. This often means that students have progressed to an overall level 4 on the summative ELPAC.	continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts
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The following is the course sequence of the Designated ELD courses available at each grade level at Equitas Academy #2:

Designated English Language Development Courses at Equitas Academy #2				
Grade	5th Grade	6th Grade	7th Grade	8th Grade
Proficiency Leveled Courses	5th Designated ELD Level 1/2s	1st Designated ELD Level 1/2s	2nd Designated ELD Level 1/2s	3rd Designated ELD Level 1/2s
	5th Designated ELD Level 3s/4s	1st Designated ELD Level 3s/4s	2nd Designated ELD Level 3s/4s	3rd Designated ELD Level 3s/4s
	5th Newcomer Course	6th Newcomer Course	7th Newcomer Course	8th Newcomer Course

The Designated English Language Development curriculum is internally designed and grounded in the California English Language Development Standards. The Designated English Language Development curriculum is aligned to the Integrated English Language Arts curriculum of Expeditionary Learning. The curriculum is designed in units that give students explicit practice with language skills that support them in their Integrated English Language Development/English Language Arts class.

In each Designated English Language Development unit there is a:

- Theme tied to the Integrated English Language Development/ Arts unit
- Practice in all four language domains (speaking, listening, reading and writing)
- Academic vocabulary and content specific vocabulary support
- A unit assessment developed from the skills in the California English Language Development Standards

- Scaffolds for emerging, expanding and development proficiency levels
- An explicit focus on students' identities as multilingual learners
- Formative and summative assessments
- Authentic and embedded focus on how language works

In each Designated English Language Development lesson there is:

- A specific language objective that students will meet by the end of the lesson
- A check in question that serves to build connection between students and lower the affective filter to encourage student participation
- A connection to a text or audio from the Expeditionary Learning curriculum
- Several academic discourse opportunities for students to practice using academic language
- Scaffolds such as images, sentence starters, anchor charts, native language support
- Teacher modeling and explicit instruction focused on the skills in the language objective
- Formative assessment for students' proficiency with the daily language objective

In aligning the Designated English Language Development instructional routine with the core curriculum, we give English Learners the opportunity to connect their language development practice to the language demands of specific content taught during their core content areas. This is important because language and content are inextricably tied together and do not live in isolation. Additionally, Designated English Language Development teachers monitor the progress of the students in their classes through a trimester data cycle using the Observation Protocol for Teachers of English Learners.

PHYSICAL EDUCATION AND HEALTH

In alignment with the California Physical Education Content Standards, Equitas Academy #2's Physical Education curriculum teaches students how their bodies move and how to perform a variety of physical activities, and it reinforces messages about nutrition. Students are prepared for the California Physical Fitness Test, and they learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. In the Physical Education curriculum, students develop positive social skills, cooperate with others, and accept responsibility for their actions.

WORLD LANGUAGE

As part of the enrichment program, all Equitas Academy #2 students may receive foreign language courses in a second language. Foreign language enrichments are taught for one trimester, and connect home languages, secondary languages and English, which creates a more rigorous and culturally responsive language-learning experience.

MUSIC

Equitas Academy #2 students who participate in extended learning opportunities may take music instruction. This partnership offers music enrichment classes after school for 5th - 8th students. Students learn about general music concepts and explore different styles of music making,

different musical cultures, and as well as taking part in a short performance every cycle. The P.S. Arts teaching artists are professional musicians with extensive backgrounds in their art form as well as extensive training in the curriculum they are leading.

ADDITIONAL ENRICHMENT COURSES / ELECTIVE COURSES

For students to become competitive and college bound, they must be well-rounded and have access to enrichment learning opportunities. Equitas Academy #2 offers a well-rounded instructional program that includes a range of enrichment courses, which complement the core academic program. Equitas Academy #2 develops students’ talents and interests through daily enrichment programming; they are enrolled in at least one enrichment course during every trimester. Offerings typically include Visual and Performing Arts and other courses based on student interest. The enrichment curriculum ensures students have access to an education that enables them to be well-rounded individuals as well as competitive candidates to selective college preparatory high schools. These enrichment courses are complemented for many students through participation in extended learning opportunities after school.

TECHNOLOGY

Students in the 21st century continually need technological literacy and supports that enable them to utilize evolving technologies to expand their educational experience and accelerate their learning. Students receive explicit instruction in basic typing skills, Word, Excel, PowerPoint and email. In addition, students use multiple internal and external curriculum and assessment based platforms to engage adaptive learning experiences, to research and fact find, to complete and submit assignments, to collaborate on pair and group projects, and to measure and progress monitor standard mastery across all content. Technology instruction is integrated into the core curriculum, Physical Education, enrichments, and used for benchmark and formative assessments, as well as state testing. Equitas Academy #2 achieves a 1:1 student-to-laptop educational experience to ensure student learning expands beyond the adopted curriculum. To meet these goals, staff are also trained by site and network-based teammates. By the time they enter high school, students will be proficient with these programs and have the necessary technological literacy to further their education and interests.

In review, the table below identifies the curriculum resource for the core content areas:

Content	5th Grade	6th Grade	7th Grade	8th Grade
ELA	Expeditionary Learning	Expeditionary Learning	Expeditionary Learning	Expeditionary Learning
Math	Leap Math	Leap Math	Leap Math	Leap Math
Science	Amplify	Amplify	Amplify	Amplify
Social Studies	Impact (McGraw-Hill)	Impact (McGraw-Hill)	Impact (McGraw-Hill)	Impact (McGraw-Hill)

Enrichments & PE	Teacher Created Standards-Based Units			
Reading Intervention	Wilson Reading System i-Ready	Wilson Reading System i-Ready	Wilson Reading System i-Ready	Wilson Reading System i-Ready
Math Intervention	i-Ready	i-Ready	i-Ready	i-Ready
English Language Development	Equitas-created Curriculum	Equitas-created Curriculum	Equitas-created Curriculum	Equitas-created Curriculum

The table below identifies course offerings for grades 5-8:

Core Courses	5th Grade	6th Grade	7th Grade	8th Grade
English Language Arts	✓	✓	✓	✓
Math	✓	✓	✓	✓
Science	✓	✓	✓	✓
Social Studies	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓
Electives:				
Visual and Performing Art			✓	✓
Foreign Language (Spanish)	✓	✓		

Equitas Academy #2 does not intend to offer independent study in the next charter term.

Before and After-School Programming

Before and after-school programming extends the school day to provide academic and well-being interventions, expose students to additional enrichment activities, and further connect what they are learning to college, career and life pursuits. Students are expected to attend before, or after-school tutoring sessions facilitated by an Equitas Academy #2 teacher. Academic programming is supplemented by the use of adaptive software which is used under the supervision of designated external partners. Enrichment activities range from visual arts, drama, science and technology, as well as field trips aligned with key outcomes. Before and after-school learning opportunities meet substantial community needs, which ultimately deepens the education partnership between home and school.

Instructional Methods and Strategies

Equitas Academy #2's instructional methods and strategies are based on proven models in schools serving similar student populations (e.g., other current and former Building Excellent Schools charter schools across California and the nation). These schools, including the existing Equitas schools, share the following key characteristics:

Shared Characteristics of High-Performing Charter Schools:

- Firm belief that all students can learn and achieve at high levels
- Frequent internal assessments to facilitate data to drive instruction
- Clear, outcome-focused mission, understood by all, and evidenced throughout the school
- Strong positive behavior and restorative systems and practices
- Leader(s) highly visible ensuring focus on strengthening classroom instruction
- Clear and frequent communications with parents and families regarding student performance
- Strong curriculum focuses on standards mastery
- Multi-tiered systems of support in core content areas
- Classroom routines promote continuity (and predictability) from one classroom to another
- Aligned before, during, and after-school programming

Equitas Academy #2's academic program facilitates these key characteristics through rigorous, externally vetted, and culturally relevant curriculum and materials, and high-leverage instructional strategies. All core curriculum utilizes research-based instructional strategies and materials (digital and/or hard copy forms). Equitas Academy #2's academic program includes but is not limited to the following: Direct Instruction, Small Group Instruction, Socratic Seminars, Project-based learning and Group Projects, Differentiated Instruction, and Discovery/ Inquiry Based Learning. Common literacy interventions are embedded in every core content, advisory, Physical Education and enrichments. In addition, each content area uses the strategies that best fit to create an optimal learning environment for students:

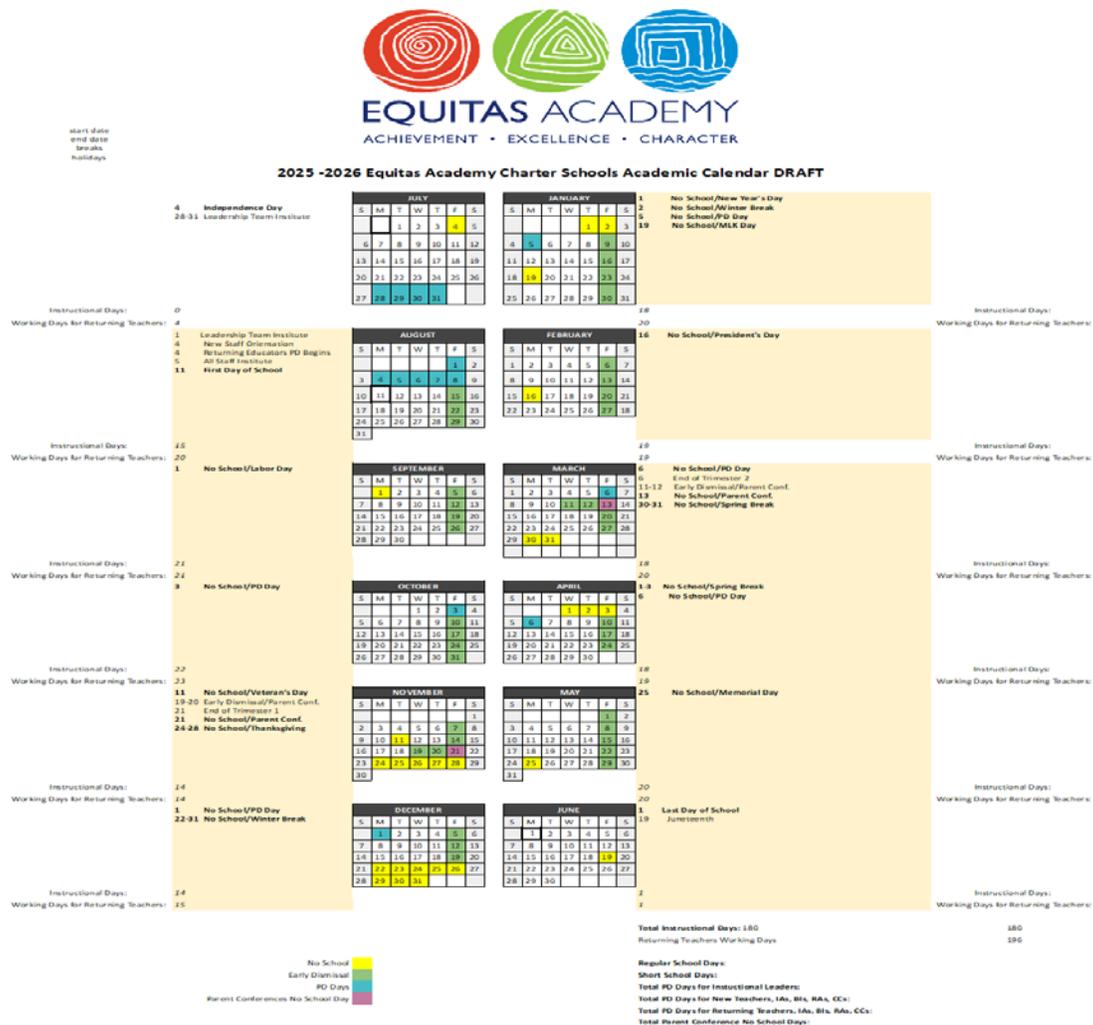
- English Language Arts: writer's workshop model for writing/composition; science of reading; adaptive and teacher facilitated literacy interventions; individual, small group or whole class data-driven discussions
- Math: inquiry-based approach to mathematics, where students individually think about the math objective on a conceptual level before working with the specific skill/strategy; math cumulative review provides spiraled math review that targets foundational math skills and fluency; California Mathematics Framework
- Social Studies: inquiry-based and literacy-centric approaches, with students learning how to read and analyze primary and secondary sources to learn about historical eras from various perspectives
- Science: Next Generation Science Standards-aligned labs and community-based projects, with a focus on the engineering design process, and solving real-world challenges

We continue to evaluate our curriculum and materials to ensure they align with state standards, high performing instructional practices, and respond to the needs of the diverse student population at Equitas Academy #2.

Additionally, Equitas Academy #2's curriculum and materials have the California Common Core State Standards as their foundation. Curriculum selection processes ensure all core curriculum are rigorous, externally vetted, and culturally relevant. Units and lessons are explicitly designed to provide differentiated instruction, scaffolds for English Learners and Students with Disabilities, and formative and summative assessments to ensure that each student masters standards. 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 their respective California frameworks and standards.

Academic Calendar and Schedules

Proposed Academic Calendar for the First Year of the New Charter Term (2025-26)



Cohort Scheduling Sample

When students are scheduled for their classes, heterogeneous class cohorts are created to create a community of students who share a similar school day experience. Shared experiences can yield a deeper sense of classroom and school community due to the strong relationship students have with one another and with their teachers. A sample of a cohort schedule is below.

All master scheduling strategies are re-evaluated annually alongside student performance and growth data. Shifts in these strategies occur annually to meet the needs of all students.

5th Grade	Projected Enrollment: 112				
	Cohorts: 4				
	Periods: 5				
	1	2	3	4	5
English	5A	5B	5C	5D	Elective
Math	Elective	5A	5B	5C	5D
Social Studies	5D	Elective	5A	5B	5C
Science	5C	5D	Elective	5A	5B
PE / Enrichment	5B	5C	5D	Elective	5A
6th Grade	Projected Enrollment: 112				
	Cohorts: 4				
	Periods: 5				
	1	2	3	4	5
English	6A	6B	6C	6D	Elective
Math	Elective	6A	6B	6C	6D
Social Studies	6D	Elective	6A	6B	6C
Science	6C	6D	Elective	6A	6B
PE / Enrichment	6B	6C	6D	Elective	6A
7th Grade	Projected Enrollment: 112				
	Cohorts: 4				
	Periods: 5				
	1	2	3	4	5
English	7A	7B	7C	7D	Elective
Math	Elective	7A	7B	7C	7D
Social Studies	7D	Elective	7A	7B	7C
Science	7C	7D	Elective	7A	7B
PE / Enrichment	7B	7C	7D	Elective	7A
8th Grade	Projected Enrollment: 84				
	Cohorts: 3				
	Periods: 5				
	1	2	3	4	5
English	8A	8B	8C	Co-teach 5D	Elective
Math	Elective	8A	8B	8C	Co-teach 5D
Social Studies	Co-teach 5D	Elective	8A	8B	8C
Science	8C	Co-teach 5D	Elective	8A	8B
PE / Enrichment	8B	8C		Elective	5A

Students follow the same schedule Monday through Thursday, and have a different schedule on Fridays, due to the schedule of weekly professional development for all educators. The sample schedules below, alongside the cohort schedule above illustrate which content students take at what time and for how long.

Monday, Tuesday, Wednesday, Thursday Sample Schedule					
5th	Minutes	5 Math Teacher	5 ELA Teacher	5 Sci Teacher	5 Soc Stu Teacher
8:15 - 9:11	56	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD
9:11 - 9:14	3	Transition	Transition	Transition	Transition
9:14 - 10:10	56	Elective	5D	5B	5A
10:10 - 10:13	3	Transition	Transition	Transition	Transition
10:13 - 11:12	59	5A	Elective	5C	5B
11:12 - 11:22	10	Recess	Recess	Recess	Recess
11:22 - 11:42	20	LUNCH	LUNCH	LUNCH	LUNCH
11:42 - 11:45	3	Transition	Transition	Transition	Transition
11:45 - 12:05	20	M: Community Circle T - Th: Advisory			
12:05 - 12:15	10	Recess	Recess	Recess	Recess
12:15 - 12:18	3	Transition	Transition	Transition	Transition
12:18 - 1:14	56	5B	5A	5D	5C
1:14 - 1:17	3	Transition	Transition	Transition	Transition
1:17 - 2:13	56	5C	5B	Elective	5D
2:13 - 2:16	3	Transition	Transition	Transition	Transition
2:16 - 3:15	59	5D	5C	5A	Elective

Friday Sample Schedule					
5th	Minutes	5 Math Teacher	5 ELA Teacher	5 Sci Teacher	5 Soc Stu Teacher
8:15 - 9:11	56	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD
9:11 - 9:14	3	Transition	Transition	Transition	Transition
9:14 - 9:53	39	Elective	5D	5B	5A
9:53 - 9:56	3	Transition	Transition	Transition	Transition
9:56 - 10:35	39	5A	Elective	5C	5B
10:35 - 10:38	3	Transition	Transition	Transition	Transition
10:38 - 10:48	10	LUNCH	LUNCH	LUNCH	LUNCH
10:48 - 11:08	20	Recess	Recess	Recess	Recess
11:08 - 11:11	3	Transition	Transition	Transition	Transition
11:11 - 11:50	39	5B	5A	5D	5C
11:50 - 11:53	3	Transition	Transition	Transition	Transition
11:53 - 12:32	39	5C	5B	Elective	5D
12:32 - 12:35	3	Transition	Transition	Transition	Transition
12:35 - 1:15	40	5D	5C	5A	Elective

Monday, Tuesday, Wednesday, Thursday Sample Schedule					
6th	Minutes	6 Math Teacher	6 ELA Teacher	6 Sci Teacher	6 Soc Stu Teacher
8:15 - 9:11	56	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD
9:11 - 9:14	3	Transition	Transition	Transition	Transition
9:14 - 10:10	56	Elective	6D	6B	6A
10:10 - 10:13	3	Transition	Transition	Transition	Transition
10:13 - 11:09	56	6A	Elective	6C	6B
11:09 - 11:12	3	Transition	Transition	Transition	Transition
11:12 - 11:32	20	M: Community Circle T - Th: Advisory			
11:32 - 11:42	10	Recess	Recess	Recess	Recess
11:42 - 11:55	13	LUNCH	LUNCH	LUNCH	LUNCH
11:55 - 12:15	20	Recess	Recess	Recess	Recess
12:15 - 12:18	3	Transition	Transition	Transition	Transition
12:18 - 1:14	56	6B	6A	6D	6C
1:14 - 1:17	3	Transition	Transition	Transition	Transition
1:17 - 2:13	56	6C	6B	Elective	6D
2:13 - 2:16	3	Transition	Transition	Transition	Transition
2:16 - 3:15	59	6D	6C	6A	Elective

Friday Sample Schedule					
6th	Minutes	6 Math Teacher	6 ELA Teacher	6 Sci Teacher	6 Soc Stu Teacher
8:15 - 9:11	56	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD
9:11 - 9:14	3	Transition	Transition	Transition	Transition
9:14 - 9:53	39	Elective	6D	6B	6A
9:53 - 9:56	3	Transition	Transition	Transition	Transition
9:56 - 10:38	42	6A	Elective	6C	6B
10:38 - 10:48	10	LUNCH	LUNCH	LUNCH	LUNCH
10:48 - 11:08	20	Recess	Recess	Recess	Recess
11:08 - 11:50	42	6B	6A	6D	6C
11:50 - 11:53	3	Transition	Transition	Transition	Transition
11:53 - 12:32	39	6C	6B	Elective	6D
12:32 - 12:35	3	Transition	Transition	Transition	Transition
12:35 - 1:15	40	6D	6C	6A	Elective

Monday, Tuesday, Wednesday, Thursday Sample Schedule

7th	Minutes	7 Math Teacher	7 ELA Teacher	7 Sci Teacher	7 Soc Stu Teacher
8:15 - 9:11	56	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD
9:11 - 9:14	3	Transition	Transition	Transition	Transition
9:14 - 10:10	56	Elective	7D	7B	7A
10:10 - 10:13	3	Transition	Transition	Transition	Transition
10:13 - 11:09	56	7A	Elective	7C	7B
11:09 - 11:12	3	Transition	Transition	Transition	Transition
11:12 - 12:08	56	7B	7A	7D	7C
12:08 - 12:11	3	Transition	Transition	Transition	Transition
12:11 - 12:21	10	LUNCH	LUNCH	LUNCH	LUNCH
12:21 - 12:41	20	Recess	Recess	Recess	Recess
12:41 - 1:04	23	M: Community Circle T - Th: Advisory			
1:04 - 1:14	10	Recess	Recess	Recess	Recess
1:14 - 1:17	3	Transition	Transition	Transition	Transition
1:17 - 2:13	56	7C	7B	Elective	7D
2:13 - 2:16	3	Transition	Transition	Transition	Transition
2:16 - 3:15	59	7D	7C	7A	Elective

Friday Sample Schedule

7th	Minutes	7 Math Teacher	7 ELA Teacher	7 Sci Teacher	7 Soc Stu Teacher
8:15 - 9:11	56	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD
9:11 - 9:14	3	Transition	Transition	Transition	Transition
9:14 - 9:53	39	Elective	7D	7B	7A
9:53 - 9:56	3	Transition	Transition	Transition	Transition
9:56 - 10:35	39	7A	Elective	7C	7B
10:35 - 10:38	3	Transition	Transition	Transition	Transition
10:38 - 11:20	42	7B	7A	7D	7C
11:20 - 11:30	10	LUNCH	LUNCH	LUNCH	LUNCH
11:30 - 11:50	20	Recess	Recess	Recess	Recess
11:50 - 12:32	42	7C	7B	Elective	7D
12:32 - 12:35	3	Transition	Transition	Transition	Transition
12:35 - 1:15	40	7D	7C	7A	Elective

Monday, Tuesday, Wednesday, Thursday Sample Schedule

8th	Minutes	8 Math Teacher	8 ELA Teacher	8 Sci Teacher	8 Soc Stu Teacher
8:15 - 9:11	56	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD
9:11 - 9:14	3	Transition	Transition	Transition	Transition
9:14 - 10:10	56	Elective	Co-teach 5D	8B	8A
10:10 - 10:13	3	Transition	Transition	Transition	Transition
10:13 - 11:09	56	8A	Elective	8C	8B
11:09 - 11:12	3	Transition	Transition	Transition	Transition
11:12 - 12:08	56	8B	8A	Co-teach 7D	8C
12:08 - 12:11	3	Transition	Transition	Transition	Transition
12:11 - 12:31	20	M: Community Circle T - Th: Advisory			
12:31 - 12:41	10	Recess	Recess	Recess	Recess
12:41 - 12:54	13	LUNCH	LUNCH	LUNCH	LUNCH
12:54 - 1:14	20	Recess	Recess	Recess	Recess
1:14 - 1:17	3	Transition	Transition	Transition	Transition
1:17 - 2:13	56	8C	8B	Elective	Co-teach 5D
2:13 - 2:16	3	Transition	Transition	Transition	Transition
2:16 - 3:15	59	Co-teach 5D	8C	8A	Elective

Friday Sample Schedule

8th	Minutes	8 Math Teacher	8 ELA Teacher	8 Sci Teacher	8 Soc Stu Teacher
8:15 - 9:11	56	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD	*Intervention/ELD
9:11 - 9:14	3	Transition	Transition	Transition	Transition
9:14 - 9:53	39	Elective	Co-teach 5D	8B	8A
9:53 - 9:56	3	Transition	Transition	Transition	Transition
9:56 - 10:35	39	8A	Elective	8C	8B
10:35 - 10:38	3	Transition	Transition	Transition	Transition
10:38 - 11:20	42	8B	8A	Lunch Duty until 11:08	8C
11:20 - 11:30	10	LUNCH	LUNCH	LUNCH	LUNCH
11:30 - 11:50	20	Recess	Recess	Recess	Recess
11:50 - 11:53	3	Transition	Transition	Transition	Transition
11:53 - 12:32	39	8C	8B	Elective	Co-teach 5D
12:32 - 12:35	3	Transition	Transition	Transition	Transition
12:35 - 1:15	40	Co-teach 5D	8C	8A	Elective

Required Instructional Minutes By Grade Level

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
5	Yes	140	380	0	0	40	270	0	0	180	54000	64000	10000
6	Yes	140	377	0	0	40	270	0	0	180	54000	63580	9580
7	Yes	140	380	0	0	40	270	0	0	180	54000	64000	10000
8	Yes	140	377	0	0	40	270	0	0	180	54000	63580	9580

PROFESSIONAL DEVELOPMENT

Candidate Recruitment

Equitas Academy Charter Schools were founded with the goal of transforming the lives of our students through high-quality learning experiences. The staff at Equitas Academy #2 reflect a belief that no single factor impacts success more than high-quality teachers. Equitas Academy #2 believes that mission-driven educators in classrooms influence and impact the lives of each student on their journey to and through college, career, and life pursuits.

Great educators are in demand in California and thus, a wide net is cast to attract and recruit high-quality, credentialed teachers from multiple sources and pipelines. Hiring managers seek to diversify the pipeline of staff candidates, in line with organizational values around diversity, equity, inclusion, and anti-racism, seeking candidates reflective of all aspects of diversity including experience, ethnicity, and background. Some successful recruiting sources used to make connections with these candidates include:

- Online platforms such as Indeed, Edjoin, LinkedIn and Glassdoor
- Internal Applicants seeking to grow within the organization
- Referrals and referral campaigns
- External partner organizations such as Teach For America, TeachStart, and SelectEd
- Career Fairs

Once Equitas Academy #2 is introduced to candidates, a rigorous, multi-step hiring process helps to vet those individuals who may best be suited for success as educators at Equitas Academy #2. Throughout this process, hiring managers look for mission alignment, strength in instructional background, professionalism, and a growth mindset.

Professional Development Opportunities for Educators

Equitas Academy #2's theory of action for improved outcomes is grounded in investing in our leaders and educators. Leaders and educators have attended comprehensive and continuous professional development including:

- Leaders of Emerging Network Program for Coaches and Principals, July 2018-May 2019
- Standards Institute Training for Coaches, Deans, and Principals, July 2018
- Navigator Middle School Literacy Program Participation Achievement First, June 2018-June 2020, and June 2021

- Deloitte Courageous Principals Program, April 2023
- Attuned Educational Partners, Leadership Training, 2021-2023
- Attuned Educational Partners, Leader and Educator Training on Expeditionary Learning English Language Arts Curriculum, 2021-2024
- Middle School i-Ready Reading and Math Diagnostic Training, 2023-2024
- Leap Educational Consulting, Middle School Leadership Training on Achievement First Math curriculum implementation and coaching, 2022-2024
- Science of Reading Literacy Framework, Approaches and Instructional Practices, 2023-2024

Equitas Academy #2 plans professional development for staff members based on the following:

- Network-level and school-level goals
- Requests from team members, based on their individual professional growth goals
- Needs revealed by observations
- Needs revealed by data, including academic data (e.g., formative and summative assessments) and school culture data (e.g., student, family, and staff surveys)

School-level goals are developed annually, in alignment with the Equitas network dashboard goals. These goals are aligned to the three elements of the Equitas Approach: Academics, Well-Being, and Advocacy. All Equitas Academy #2's professional development is designed to support team members in developing the competencies necessary to achieve these goals.

Teacher professional development is comprised of:

- Ongoing observations, feedback, and coaching, provided by a school administrator or site-based coach
- Intensive coaching engagements, aligned to the learning needs of individual teachers
- Two days of New Teacher Orientation, provided during the summer to all new teachers
- At least five days of summer professional development, provided annually to all teachers
- A minimum of five full professional development days occurring periodically through the school year on non-instructional days
- Weekly professional development sessions, occurring throughout the school year, on early release days
- External professional development opportunities

Although professional development plans are updated annually based on a variety of factors, some major areas of focus include:

- Supporting mastery of adopted standards, including:
 - Common Core State Standards in Math and English Language Arts
 - Literacy (foundational and higher levels of reading and writing)
 - California's ELD Framework
 - Next Generation Science Standards
 - California History / Social Science Content Standards and the College, Career, and Civic Life (C3) Framework

- Implementation of research-based instructional strategies
- Support for diverse learners
- Positive Behavior Interventions and Supports (“PBIS”) and Restorative Justice Practices

During professional development, teachers engage in learning through a wide range of activities, including: review of student data, analysis of student work samples, lesson internalization, and the planning of interventions. This professional learning is designed to support teachers in mastering each indicator on the Equitas Performance Management Framework, an example of which is the following (aligned to Danielson Framework):

Academics: Students possess the academic skills needed for success in their college, career, and life pursuits.	
Applying Knowledge of Content & Pedagogy	The teacher’s understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
Setting Instructional Outcomes	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking.
Using Resources Effectively	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
Planning Coherent Instruction	Learning experiences prioritize the needs of individual students, ensure that all students can meet the intended outcomes, and support student assumption of responsibility for learning.
Designing & Analyzing Assessments	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
Using Assessments for Learning	Students take initiative to analyze their own progress against a clear standard to achieve the outcome and identify new opportunities and challenges.
Engaging Students in Learning	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.
Documenting Student Progress	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them.
Well-Being: Students and team members possess a holistic range of skills needed to live fulfilling lives and maximize their success.	

Fostering a Culture for Learning	Students plan an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
Maintaining Purposeful Environments	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
Organizing Spaces for Learning	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.
Responding Flexibly to Student Needs	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modification or spark new learning opportunities.
Contributing to School Community & Culture	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families who have been marginalized.
Growing & Developing Professionally	The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.
Advocacy: Students, families, and team members advocate for equity for themselves and others.	
Cultivating Respectful and Affirming Environments	Students plan an active role in creating learning characterized by a sense of community, where each member feels safe, valued, and connected.
Knowing & Valuing Students	The teacher’s knowledge of students is extensive and fosters student learning and development to support academics and personal success.
Supporting Positive Student Behavior	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
Communicating about Purpose & Content	Communication about purpose and content is rich, nuanced, and relevant to students, inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
Using Questioning & Discussion Techniques	Students intentionally use questioning and discussion to develop their own and others’ thinking, reasoning skills, and habits of reflection.

Engaging in Reflective Practice	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration of new ideas and approaches, and ongoing changes to practice and mindsets focused on supporting students who need it most.
Engaging Families & Communities	The teacher’s engagement of students, families, and communities focuses on supporting the academic and personal success of each student, especially students who have been marginalized.
Acting in Service of Students	The teacher is a leader in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each student and prioritizes their needs.

Guidance for Classroom Observations

Classroom observations are prioritized regularly as part of professional development and the performance management cycle. Classroom observations may take place in a variety of manners including but not limited to:

Observation Type	Observers	Description
Landscape Observations	Network-Level or School-Level Leaders	<p>Landscape Observations provide insight into school-wide and/or network-wide patterns. Therefore, Landscape Observations are typically conducted as a part of a broader series of observations.</p> <p>Some reasons to conduct Landscape Observations include:</p> <ul style="list-style-type: none"> • To gain insight into how a school is leveraging its fiscal and human resources in service of meeting its priorities and outcomes • To identify trends across a school or schools (Elementary and Middle), grade level, or content • To gain insight into implementation of a school-wide or network wide initiative • To collect qualitative data to progress-monitor organizational priorities, goals, annual plans, and strategies <p>Feedback will typically not be provided to individual teachers after landscape observations, although it may be provided if something noteworthy arises during the observation of a particular classroom.</p> <p>Since the purpose of Landscape Observations is to identify trends, it may be more appropriate for those school-wide trends</p>

		<p>to be articulated and shared with the school leadership team who then may share it broadly with all staff at the school site.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Attuned ELC Walkthroughs with Demedia & Jenny (for Elementary) or Demedia & Taylor (for Middle) • Chiefs & MD’s Walkthroughs to progress monitor goals on our Equitas Academy #2 Dashboard and Annual Initiatives
Strong Start	School Leaders, Instructional Coaches (Network Leaders may serve as co-observers)	Strong Start Observations typically take place during the first 3 to 6 weeks of the school year, although they may be conducted at any time of the year, if applicable to the needs of any individual teacher. These observations provide an opportunity to give feedback on Strong Start Elements, including: Tone & Presence, Classroom Setup, Classroom Expectations, and Intellectual Preparation.
Glow & Grow	School Leaders, Instructional Coaches (Network Leaders may serve as co-observers)	Glow & Grow Observations can take place at any time in the school year. During the observation, the observer identifies the highest-leverage Glows. This is an observed teacher action that merits positive reinforcement. Ideally, this glow is connected to one of the teacher’s goals, is aligned to feedback that has previously been given, or is aligned to an action step that has been previously aligned. The observer also identifies the highest leverage Grow. The Grow is a specific adjustment that the teacher could make to the observed instruction, which is likely to result in strengthening teacher moves to improve student learning.
Targeted Observation	School Leaders, Instructional Coaches	<p>These observations are designed to follow up on a previously discussed action step. Targeted Follow-Up observations are designed to collect data related to that action step. This data should be used as the foundation for an upcoming coaching conversation.</p> <p>For example, a teacher may indicate that they are working on improving the ratio of student talk to teacher talk during Designated ELD instruction. In this case, the observer would plan to observe the teacher during the Designated ELD block. The observer would have a narrow focus: collecting data on the amount of student talk and the amount of teacher talk. This data would then be surfaced in a coaching conversation so that the teacher and the observer could reflect on progress and agree upon next steps.</p>

Rubric-Aligned Glows & Grows	School Leaders, Instructional Coaches	In a Rubric-Aligned Glows and Grows observation, the observer views the lesson through the lens of the teacher rubric. For each rubric indicator, the observer provides a Glow and a Grow.
Rubric-Scored Observation (Scheduled)	Evaluators of Teachers	<p>In a Rubric-Scored observation, the observer views the classroom through the lens of the teacher rubric. The observer collects evidence related to each rubric indicator and assigns a score for each indicator.</p> <p>These observations should be scheduled with the teacher. Teachers may opt to have a planning meeting with the observer in advance of the observation.</p> <p>These scores are not meant to reflect the teacher’s overall performance. Rather, they reflect only evidence collected during that observation.</p>

Co-Observations and Team Observations

Some of the above observation types may be conducted as a co-observation or team observation, which involves more than one observer. All observers and the observee should be clear about the purpose of the observation and the purpose of having more than one observer.

Some purposes of co-observations include:

- For the training/development of one of the observers
- For multiple observers to calibrate their observational lenses

In most cases, the co-observers will debrief together after each observation or after a planned set of observations. When conducting co-observations, feedback to the teacher should typically be provided by the person who is working most closely with the observed teacher.

Sample Performance Management Cycle:

Before the Start of the School Year

- Teachers complete and submit initial planning sheets during the Summer PD session.
- Administrators conduct initial planning meetings with teachers
- Administrators determine which teachers will participate in specific coaching cycles and notify those teachers.

During Learning Cycles (multiple, annually)

- Administrators conduct regular observations based on teacher needs.
- Administrators & coaches participate in collaborative observation rounds.
- All teachers received observation and feedback at least once per round.

- Specific Instructional Coaching may be offered to teachers based on opportunities for growth or new learning as suggested by qualitative and / or quantitative data.

During the Final Learning Cycle of the School Year

- Administrators conduct End-of-Year Evaluation Meetings with teachers.

MEETING THE NEEDS OF ALL STUDENTS

1. English Learners

Equitas Academy #2 provides a rigorous and supportive learning community that prepares students to pursue college, careers and other life pursuits. To achieve this mission at Equitas Academy #2, we ensure that all English Learners become fluent readers, speakers, and writers of English while at the same time maintaining and leveraging primary language skills. Serving families in the Pico-Union neighborhood, there has been intentionality in establishing a high-quality academic program that also supports the needs of a community including many English Learners. Through an intensive focus on literacy and academic support, Equitas Academy #2 believes that students will move toward mastery of the English language at an accelerated pace.

Equitas Academy #2 has structured its curriculum and instructional program to meet the needs of a significant English Learner population with respect to language development. English Learner students respond well to a plan of instruction in which each aspect of the language builds on another, with frequent opportunities for practice. The goal is for English Learner students to gain fluency in English as quickly as possible in a supportive setting and asset-based environment. Our comprehensive English Learner program includes the process for student identification, curriculum, assessments, reporting, progress monitoring, reclassification and support for students who have reclassified as well as professional development and teacher qualifications for working with our English Learner students.

Supporting our English Learner students, almost all of whom are Spanish speaking, requires that an approach that ensures the most effective acquisition of English. It also requires that educators respect the culture and home language of students. To reach the goal, Equitas Academy #2 provides a developmentally-appropriate and highly-structured approach to teaching English in core academic classes. Equitas Academy #2 helps students identify that bilingualism is an asset and an admirable and necessary skill.

Equitas Academy #2 teachers and leadership communicate to parents in their native language as needed but use English instruction for the content areas in the classroom.

Equitas Academy #2 staff believe that the best approach to provide a comprehensive designated and integrated English Language Development instructional program for every English Learner student is through an inclusive structured English immersion program. In inclusive structured immersion program English Learner students are fully included with their English-speaking peers. The program provides the extra support students need, while immersing them in the English language.

English Learner Instructional Program

Within the structured immersion program, Equitas Academy #2 meets the needs of a significant English Learner population via specific supports and strategies across the curriculum and an instructional day designed to foster their English Language proficiency. All English Learners receive daily Designated English Language Development and Integrated English Language Development to support their language proficiency growth.

Designated English Language Development

At Equitas Academy #2 Designated English Language Development occurs daily during a 30 minute school-wide intervention period in which English Learner students are placed into small groups based on their English Language Proficiency Assessment for California proficiency level. Designated English Language Development is taught by the grade level English teacher. The Equitas Designated English Language Development model ensures that students are placed in English Language Development courses that align to their language proficiency levels. Equitas Academy #2 uses data from the Summative English Language Proficiency Assessment for California, specifically, domain data to place students in courses. Throughout the year, teachers gather quantitative and qualitative data to determine if students’ current course placement meets their needs. During Designated English Language Development linguistic scaffolds are differentiated to ensure the appropriate level of support.

Designated English Language Development Course	Designated English Language Development Course Level 1	Designated English Language Development Course Level 2	Designated English Language Development Course Level 3	Designated English Language Development Course Level 4
Placement Information	Students are placed in Designated Level course due to a need for them to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	Students placed in Designated ELD course 2 are challenged to increase their English skills in more contexts. They develop additional vocabulary and simple sentence structures.	Students are placed in Designated English Language Development course 3 to learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways.	Students are placed in Designated English Language Development course 4 to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The

				“bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized English Language Development instruction.
Exit Information/Outcomes	English learners exit this course when they have basic English skills in social and academic contexts. This often means that students have progressed to an overall level 2 on the Summative ELPAC	English learners exit this course when they develop fluency in their English skills in social and academic contexts. This often means that students have progressed to an overall level 3 on the summative ELPAC.	English learners exit this course when they develop fluency in their ability to communicate about a range of topics and academic content areas. This often means that students have progressed to an overall level 4 on the summative ELPAC.	Students who have reached “proficiency” in the English language continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts

The Designated English Language Development curriculum is internally designed and grounded in the California English Language Development Standards. The Designated English Language Development Curriculum is aligned to and compliments the Integrated English Language Arts curriculum – Expeditionary Learning. The curriculum is designed in units that give students explicit practice with language skills that support them in their Integrated English Language Development/ English Language class.

In each Designated English Language Development Unit there is a:

- Theme tied to the Integrated English Language Development / English Language Arts unit
- Practice in all four language domains (speaking, listening, reading and writing)

- Academic vocabulary and content specific vocabulary support
- A unit assessment developed from the skills in the California English Language Development Standards
- Scaffolds for Emerging, expanding and development proficiency levels
- An explicit focus on students' identity as multilingual learners
- Formative and summative assessments
- Authentic and embedded focus on how language works

In each Designated English Language Development lesson there is:

- A specific language objective that students will meet by the end of the lesson
- A check in question that serves to build connection between students and lower the affective filter to encourage student participation
- A connection to a text or audio from the English Language Arts Curriculum
- Several academic discourse opportunities for student to practice using academic language
- Scaffolds such as images, sentence starters, anchor charts, native language support, etc.
- Teacher modeling and explicit instruction focused on the skills in the language objective
- A formative assessment that assesses students' proficiency with the daily language objective

In aligning the Designated English Language Development instructional routine with the core curriculum, Equitas Academy #2 gives English Learners the opportunity to connect their language development practice to the language demands of specific content taught during their core content areas. This is important because language and content are inextricably tied together and do not live in isolation. Additionally, Designated ELD teachers monitor the progress of the students in their classes through a trimester data cycle using the Observation Protocol for Teachers of English Learners.

Integrated English Language Development

Integrated English Language Development is taught daily and in all subject areas and classes throughout the school day. Integrated English Language Development teachers plan lessons based on core content standards, while adding an additional focus of the California English Language Development Standards to support the specific language acquisition needs of the English Learners in their classes. All Equitas Academy #2 teachers select a daily language focus which is tied to the language objective taught and practiced during Designated English Language Development.

Additionally, Integrated English Language Development teachers utilize intentional language scaffolds, based on data, to ensure English Learners can access the core curriculum and build the academic language skills needed to fully interact with the core content. The Integrated English Language Development curricula meet the needs of English Learners by providing a rigorous, standards-based curriculum that gives students repeated opportunities to practice and receive feedback on their application of the skills outlined in the Common Core Standards. Additionally, English Learners receive extensive practice with all four language domains (speaking, listening,

reading and writing) through the implementation of Integrated English Language Development Curriculum.

At Equitas Academy #2, English Learner students are taught by teachers who have or are pursuing a Cross-cultural, Language and Academic Development Certificate or a Bilingual, Cross-cultural, Language and Academic Development Certificate. Teachers have intimate knowledge of their students' varying abilities through data from multiple assessments, regular communication among teachers, informal weekly assessments and a trimester progress monitoring cycle. Our teachers work closely with one another across English Learner content areas to ensure the needs of English Learner students are met.

All Integrated English Language Development and Designated English Language Development teachers receive professional development throughout the school year which focuses on the following topics: analyzing and applying the English Language Development Standards into daily instruction, selecting a language objective and explicit language instruction, using data to inform and apply intentional scaffolds, structuring academic discourse to ensure English Learners practice speaking English and utilize academic language, building connection with English Learners and viewing students' native language as an asset in the classroom.

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

Screen and Monitor Progress

The federal recommendation is that an effective program for English Learners includes well-developed assessments for identifying student needs. This corresponds with Equitas Academy #2's focus on data-driven instruction. We assess our students' progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention. Equitas Academy #2's Principal oversees this process while working closely with all educators and support staff.

Provide Reading Intervention

Recognizing that English Learners are often at risk for increased reading needs, Equitas Academy #2 strives to respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core-reading program. A key element to Equitas Academy #2's educational program is regular small group tutoring for students who are struggling to develop their literacy skills. The Department of Education recommends that the intervention "utilize fast-paced, engaging instruction." This aligns with our philosophy that instruction should be delivered at a brisk and deliberate pace.

Teach Vocabulary

One of the most important components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction and through

using language in rich settings in and out of the classroom. Research shows that effective vocabulary instruction:

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

Develop Academic English

For English Learners to have academic success, it is essential that they develop cognitive academic language proficiency, and not simply the basic interpersonal communication skills of social language. Cognitive academic language proficiency includes not only the vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. At Equitas Academy #2, vocabulary development is part of all subjects, not only English Language Arts, and includes explicit scaffolding of higher-order academic tasks. Language acquisition experts suggest that it could take English Learners five years or longer to become truly proficient in cognitive academic language proficiency. Equitas Academy #2 maintains the expectation that highly-trained educators offering a rigorous classroom experience, coupled with the extended school day, and can accelerate this process through increased daily exposure to academic English.

Schedule peer learning

Students improve their mastery of language through use and practice. The Department of Education's recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills. Teachers implement the practice of "turn and chat" in which the class is given a question or prompt and instructed to discuss the topic with a partner. Although these interactions are brief, lasting from a few seconds to several minutes, when used frequently throughout the day, there is a significant cumulative increase in authentic language practice.

English Learner Identification and Assessment

Students Identification

Equitas Academy #2 adheres to all applicable state and federal laws and regulations about serving English Learner students. Families complete a home-language survey upon enrollment in the school for all students who are entering a California Public school for the first time. Students whose primary language is not English and are entering a California public school for the first time will be assessed over the summer or within the first 30 days of enrollment using the Initial English Language Proficiency Assessment for California (ELPAC IA). School staff notify all parents of the ELPAC results within 30 days of enrolling. The ELPAC is used to fulfill the requirements for initial testing and the annual English proficiency testing of all English Learners in the spring of each year. As with all incoming students, additional assessments are administered to determine the specific language learning needs of the student (i.e., phonemic awareness, phonics, fluency, vocabulary) to create a plan to best meet the student's needs during both core classes, Designated ELD and

additional expanded learning opportunities. EL students are placed in mainstream classes for core academics and receive additional English Language instruction during Designated ELD, using the English-Language Development Standards for California Public Schools as a guide. The Equitas Academy #2 principal, in collaboration with teachers, uses assessment data to create a plan to meet the additional instructional needs of each student identified as an English Learner. This instruction may occur during specially designed guided reading classes and/or intervention blocks and may also occur as specialized pull-out instruction during other classes during the day, as appropriate.

Students Assessment

In accordance with the California English Language Development Standards, students are assessed and monitored on the following domains: listening, speaking, reading, and writing. All English Learner students take the annual summative ELPAC in the spring of each year. Students with individual educational plans are given accommodations based on students’ Individual Educational Plans. Charter school staff notify parents of the results within 30 days of receiving the Summative ELPAC results or within two weeks of the start of the next school year if the results are received after our last day of instruction. Parents are notified regarding their child’s English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

How the Program Meets the State ELD Standards and Uses the Results of the ELPAC

Our programs to support English Learners are based on the 2012 California ELD Standards. Equitas Academy #2 administers the English Language Proficiency Assessments for California (ELPAC) system as the state’s measure of English language proficiency and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA). The English language proficiency of all currently enrolled English Learners is assessed in accordance with the ELPAC test contractor’s directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC test, according to the guidelines set forth in the student’s IEP. Equitas Academy #2 notifies parents of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results from the test contractor. Students are monitored in conjunction with the California English Language Development Standards levels described below:

Level	Description

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

Progress Monitoring and Reclassification

Equitas Academy #2 uses a systematic process to monitor English Learners’ progress toward English proficiency. Teachers assess student progress, both formally and informally, throughout the year. Assessment data is used to determine individual proficiency levels and to modify instruction to meet students’ needs.

Designated English Language Development teachers monitor the progress of English Learners through a trimester data cycle that includes data collection, intervention implementation, and data sharing with students and their families. Below are the descriptions for each part of the cycle of trimester progress monitoring:

- Trimester Data Collection: Designated English Language Development teachers use the Observation Protocol for Teachers of English Learners Rubric to monitor the progress of English Learners each trimester in all four language domains (speaking, listening, reading and writing). The Observation Protocol for Teachers of English Learners rubric asks teachers to assess students' proficiency in each language domain compared to English proficient grade-level peers. Designated English Language Development teachers complete this assessment process through the Ellevation Software platform within a 30-day window which takes place every trimester.
- Trimester Data Analysis and Intervention: Based on the data collected, Designated and Integrated English Language Development teachers collaborate to analyze the data and then determine if additional interventions are needed. Classroom interventions include utilizing additional intentional scaffolds to provide greater access or a focus on sub-skills that need to be taught to support with a specific English Language Development standard. Some students might require more intensive interventions which would be discussed with all members of the grade level team and the student's parent/guardian to determine the most appropriate level of support.
- Trimester Data Sharing: Designated English Language Development teachers share the data collected with students and families each trimester. Students will participate in age-appropriate data chats with their teacher in which they co-construct a trimester goal based on the data in each of the four language domains. Teachers track student goals in the Ellevation platform. Classroom teachers share this data with families through parent conferences and comments on student report cards.

The school site leadership (Principal, Assistant Principal and English Learner Teacher Leader) and Network Leadership (the Director of English Language Development) review the data on a trimester basis to determine trends and additional school-wide support that may be needed. Additionally, the school site leadership team and the Director of English Language Development review "On-Track to Reclassify Report" provided through the Elevation program on a quarterly basis. This report demonstrates how English Learners are currently progressing in each of the criteria for reclassification. Analyzing the data from this report helps identify students who may need interventions and highlights school-wide trends and professional development needs for teachers based on students' needs. A focal point of monitoring progress specifically analyzes the data of targeted groups of English Learners: Newcomers, At-risk of Long Term English Learners and Long-Term English Learners.

Newcomers

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

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

Process for monitoring progress and supports for Long Term English Learners and students at risk of Long-Term English Learners status

The school tracks student performance of all English Learners, with a specific focus for Long-Term English Learners and students at risk of Long-Term English Learners status. All progress monitoring data is analyzed and filtered based on Long Term English Learner status to determine students who are Long-Term English Learners or at-risk. The needs of Long-Term English Learners are varied. Therefore, the Network Team collaborates with the Equitas Academy #2 leadership team to identify potential barriers to success for a student who has not acquired English at an expected rate; this information is used to determine the best intervention approach. Students and their families / caregivers are made aware of their Long-Term English Learners status, the characteristics of Long-Term English Learner students, and the risks associated with Long-Term English Learner status, as well as students’ specific barriers to reclassification and ways to address them. Additionally, students and their parents/guardians will be made aware if their students are at-risk of becoming a Long-Term English Learner.

Process for Monitoring Reclassified (RFEP) Students

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

Reclassification

As previously stated, English Learner students will be re-evaluated each spring until re-designated as English Language Proficient. English Learners will be reclassified based on ELPAC Assessments, SBAC ELA Scores, i-Ready ELA scores, teacher recommendation, and parent consultation. The teacher’s recommendation will be based on a culmination of evidence, indicating mastery of ELD standards, which may include classroom-based informal and formal assessments, as well as interim and trimester exams, administered throughout the school year. Students who have been identified as English Learners will be reclassified to Reclassified Fluent English Proficient (RFEP) according to the following guidelines, based on the California Department of Education’s reclassification criteria:

Reclassification Criteria	
Assessment of Language Performance	Annual ELPAC Scores: Overall performance level of 4 which encompasses all language domains: listening, speaking, reading, and writing

Basic Skills Comparison	CAASPP ELA Results: CAASPP results in ELA at Standard Nearly Met, Standard Met, or Standard Exceeded Or I-Ready ELA Scores: Minimum of 30 th Percentile
Teacher Recommendation	Teacher confirms Language Performance Assessment and Basic Skills Comparison are accurate reflections of student’s readiness to reclassify through analysis of classroom assessments.
Parent Opinion and Consultation	Parents and teachers meet to discuss in a parent/teacher conference. OR Parents are sent a Notification of Reclassification and acknowledges the student’s change in language classification with an option for individual conference as needed.

Students who are reclassified continue to be monitored for four years after their reclassification. During this monitoring period, reclassified students no longer complete the English Language Proficiency Assessments for California test as it is no longer required. However, other assessment data is used to ensure reclassified students are closely monitored and supported, and that students continue to strengthen their language acquisition and use of academic language.

Evaluation of the English Learner Program

Teachers regularly evaluate student progress by reviewing English Learner data from formative and summative assessments. Teachers use the results of this data to enhance their instructional practices to better serve each student. The goal is for each student to progress by at least one level per year on the English Language Proficiency Assessments for California until they can be reclassified. English Learner instruction is grounded in the best available research on supporting English Learners in an English Immersion environment and guided by the California English Language Development Standards. Students are expected to advance at least 1 English Language Development level, or the equivalent English Language Proficiency Assessments for California Proficiency Level Descriptor, annually, as measured by the English Language Proficiency Assessments for California exam. If English Learners are not making sufficient academic progress as indicated through English Language Proficiency Assessments for California data, educators modify English Learner program elements as needed. Every year, the site leadership team, the network staff, and the Board collaboratively review the effectiveness of the English Learner program. This assessment includes data from surveying teachers, students, and parents, analyzing reclassification rates, and examining assessment data to evaluate whether the Equitas Academy #2 English Learner program is effectively meeting the needs of students. If data suggests that students are not progressing as quickly as expected, Equitas Academy #2 teammates make the necessary modifications to the master plan to best meet the needs of English Learner students. To evaluate the effectiveness of our English Learner program, staff look specifically at English Learner, LTEL, and Reclassification data as well as that for students who were never English Learners. To gain a comprehensive picture of each subgroups’ progress, staff filter and analyze the data of all summative/state assessment data and any relevant school-wide data. If any group is

not performing as expected, all elements of the ELD Instructional program are considered to determine potential causes and apply additional supports or shifts to the program as appropriate.

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

2. Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

While Equitas Academy #2 staff anticipate that most students' needs will be met by the wide variety of school-wide supports already in place, Equitas Academy #2 is committed to advancing the learning of students who are performing above grade-level to help them grow beyond present levels of performance. For students achieving above grade-level or demonstrating aptitude in the arts, Equitas Academy #2 convenes a team which includes parents, students, teachers, the Principal and/or Assistant Principal to meet to discuss and document goals and objectives to accelerate and advance the learning of high achieving students. Equitas Academy #2 monitors the progress of students achieving above grade-level through implementation of its data driven systems. Weekly, interim, and yearly assessments are provided to all students and the data is further disaggregated by subgroups. Equitas Academy #2's School Principal and teachers examine the student's performance and discuss ways to provide alternative learning opportunities better suited to the student's present level of advanced performance. While high-achieving students are not identified as "Gifted and Talented," each student is afforded a differentiated instruction or appropriate flexible ability group which accelerates the pace of instruction and individualizes the content and cognitive demand the student receives. In addition, Equitas Academy #2 educators customize a student's individual work expectations with assignments and materials that accelerate their learning and address the goals and objectives. During, before, and after-school advanced learning opportunities may support high achieving students, as well as customizing homework to meet students' needs and capacity, and communicating progress with students, teachers, and families.

3. Students Achieving Below Grade-Level

While we anticipate that most students' needs will be met by the wide variety of school-wide supports already in place, Equitas Academy #2 implements numerous strategies to facilitate learning for students who need more targeted support.

- Instructional support: Anchor charts, small group instruction, native language support, writing models are scaffolds used during classroom instruction
- Foundational Literacy Support: Wilson Readyng System small group instruction is provided to students who are reading 3 or more years below grade level and need foundational literacy supports
- Intervention blocks: Students who need additional small group math or literacy support based on i-Ready data, receive small group instruction during intervention blocks
- Academic Tutoring: Students are offered additional support during after-school academic blocks focused on English Language Arts, Math, and Newcomer English Language Development skills

Students who need more intensive intervention and support and meet the following criteria are referred for a School Support Team:

- Performing two or more levels below reading level.
- Earning below 70% on core content interim assessments.
- Demonstrating minimal growth on curriculum based and i-Ready assessments despite classroom interventions.

The School Support Team, composed of school leadership, a counselor, teacher(s) and family member(s), and any other relevant staff (School Psychologist, etc.) meet to identify strengths, areas of concern, goals, objectives, evaluation and timeline for addressing the needs of under achieving students. Student progress is monitored and documented by the School Support Team every three weeks. The School Support Team meeting may be held before, during, and/or after school depending on the needs and schedules of members of the School Support Team or family needs. Strategies include: utilizing comprehensive support services, placing the student in differentiated instruction, using appropriate flexible ability group, customizing students' individual work expectations with assignments and materials particular to the goals and objectives, providing additional tutoring during, before, and/or after school, pulling students in for additional tutoring during enrichment periods, customizing homework to meet student objectives as established by the School Support Team, and communicating progress with students, teachers, and parents. After implementation of a School Support Team and follow up, if the student needs additional support, revisions to the plan are discussed. If necessary, a referral for special education or Section 504 assessment might be recommended by the School Support Team.

4. Socioeconomically Disadvantaged Students

Equitas Academy #2 serves students in the community of Pico-Union. The design of the educational program is specifically geared toward meeting the unique needs of socioeconomically disadvantaged students. Equitas Academy #2 provides the structural, programmatic, and curricular elements that enable teachers to bridge their students' skill and content gaps enabling students to demonstrate strong academic achievement at all grade levels, regardless of socio-economic status. Instructional methods and educational components at Equitas Academy #2 are

layered in Multi-Tiered Systems of Support, designed to address the needs of this population of students and others based on identified needs within a tier. Additionally, Equitas Academy #2 was designed to operate as a small learning community where there is priority given to creating strong relationships between educators and students and a sense of belonging for all. This community is built to embrace students and ensure that no child's needs go unnoticed or unattended.

Socioeconomically disadvantaged students are identified through their participation in the Free and Reduced-Price Meal program. The Equitas Academy #2 School Principal, in collaboration with their leadership team, is primarily responsible for maintaining and analyzing assessment data to ensure the needs of this targeted population are met. For students needing additional support, individual learning plans may be created and implemented based on Multi-Tiered Systems of Support data. If the instructional needs of the group are not being met as measured by cohort analysis of assessment data, curricular and pedagogical adjustments are made as necessary to address our students' needs.

In addition to ensuring socioeconomically disadvantaged students are making adequate yearly progress, Equitas Academy #2 assists with families in need of additional uniforms and school supplies. Equitas Academy #2 encourages all scholars to be in uniform daily, except for Friday's when scholars can wear a College shirt with their uniform pants. If families need financial support in purchasing uniforms, Equitas Academy #2 will provide a voucher to the family for the purchase of new uniforms and also offers gently used clean uniforms for free. Funds obtained through fundraising efforts are also used to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc. In addition, the staff make an effort to connect with local non-profit agencies for referrals for social services. Please refer to additional information related to the California Community School Partnership Program which follows.

5. Students with Disabilities

As part of our inclusive practices, Equitas Academy #2 implements a co-teaching model for all Students with Disabilities in ELA classes and/or Math Classes. The focus on Co-teaching is to increase general education and special education teacher collaboration, provide more targeted support for students with disabilities and enhance use of data to guide instructional and interventions. All instructional staff participate in a professional development series focused on effective co-planning and co-teaching practices.

The Director of Special Education provides additional support for the implementation of this model by creating professional development and training special education leads to actualize goals at their school site, conducting regular walkthroughs to gather and respond to data. Equitas Academy #2 added a Special Education Instructional Coach position this school year to further support and strengthen co-teaching and co-planning practices, as well as a case manager position which enables classroom special education staff to focus on instruction.

Special Education professional development is both network-wide and school site specific. During summer PD, new to Equitas Academy #2 teachers participated in an "Introduction to Diverse Learners" session led by the Director of Special Education and the Director of English Language

Development, which focused on Equitas Academy #2 vision for supporting diverse learners, an explanation of how the inclusion model supports learners and gives teachers the opportunity to examine their roles as language teachers and special education teachers.

At the school site level, staff participate in an introduction to special education at Equitas Academy 2, which provides staff with an overview of the referral and Student Success Team processes, an introduction to the special education team, and rolled out “Education Modified” software to staff. Staff use Education Modified to access Individualized Education Plan (IEP) information, classroom and testing accommodations, and to upload data for goal progress monitoring. The Director of Special Education collaborates with school site leadership to ensure that teachers receive training in the strategies that best support students with disabilities.

There are Equitas network-wide special education department meetings each month, where the team discusses compliance trends, collaborates on problems of practice, and provides feedback on proposed changes to programming and expectations. Behavior Interventionists, School Counselors, and School Psychologists across the network also participate in monthly team collaboration meetings. The School Psychologists work alongside the school site teams to support specific students exhibiting challenging behaviors. They are also responsible for providing behavior intervention development services.

The Director of Special Education closely reviews all emails from Charter Operated Programs, shares relevant information and highlights applicable training and updates on Individualized Education Plan development/implementation in weekly emails to Special Education staff.

6. STUDENTS IN OTHER SUBGROUPS

As noted throughout this petition, Equitas Academy #2 is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crises or have other special needs. These students are identified through teacher/family/staff referrals. Equitas Academy #2 provides extensive support for these students within a caring and supportive school community. As detailed above, the SST process and teacher training ensure that all student needs are promptly identified and supported, including referrals for students and their families to community based organizations which provide a plethora of support services for families in need. While homeless, foster care, or other students are not “statistically significant,” within the population of Equitas Academy #2 at the time of writing, the Principal personally tracks the progress of these students. Currently, and throughout the previous term of Equitas Academy #2’s current population and throughout our charter term, the following numerically significant subgroups have consistently remained: Students with Disabilities, English Learners, Socioeconomically Disadvantaged, Hispanic/Latino. Equitas Academy #2 has documented the support in place for all of these subgroups.

7. Hispanic or Latino

The design of Equitas Academy #2 is geared specifically towards the needs of students from the Pico-Union community of Los Angeles. Equitas Academy #2 provides the structural, programmatic, and curricular elements that enable teachers to bridge the academic gaps and demonstrate strong academic achievement at all grade levels - regardless of background. Instructional methods and educational components at Equitas Academy #2 are designed to address the needs of this population as the design of the school has implemented best practices for this population. Latino students are identified through parent identification on the enrollment form. This data is collected and reported yearly through CALPADS. Teachers and staff also receive training about serving the Latino community and creating a culturally-sensitive learning environment. Equitas Academy #2 maintains and analyzes assessment data to ensure the charter school is meeting the needs of this targeted population as measured by the California Department of Education for performance on state standardized assessments. Equitas Academy #2 will continue to monitor the academic progress of these subgroups and ensure all Latino students meet site, network, and state academic expectations. It is important to note that some of these same students are represented by other subgroups and receiving those related supports, as well.

Community Schools Grant Implementation

As a recipient of the Community Schools implementation grant, Equitas Academy #2 launched the implementation of Community Schools during the 2024-2025 school year. Equitas Academy Schools were founded upon principles and practices well-aligned with the Community Schools model, but the award of this significant grant will enhance the educational experience and outcomes for diverse groups of students at Equitas Academy #2. For English Learners, the elements of Community Schools provide tailored language support and culturally-responsive teaching methods, fostering an environment where students can thrive academically and socially. High-achieving students benefit from enrichment programs, community-based learning opportunities and advanced coursework that Community Schools are well-positioned to offer, allowing them to pursue their interests and reach their full potential. For underperforming students, the Community Schools model emphasizes individualized support and targeted interventions, ensuring that these students receive the help they need to overcome learning gaps and build confidence. Socioeconomically disadvantaged students gain access to additional resources and support services, such as the potential for additional tutoring, after-school programs, and health services, which are integral to their academic success and overall well-being. Students benefit from culturally-relevant curriculum and community involvement initiatives that reflect and respect their heritage, fostering a the potential for a stronger connections within the school community which may influence engagement and performance. By addressing these varied needs through a holistic approach, Community Schools create an inclusive and supportive environment where every student can excel.

A TYPICAL "EQUITASTIC" DAY

At Equitas Academy #2, a typical day for students starts at 8:00 am. Students walk to their homeroom and are greeted warmly by staff members in the hallways, which makes them feel welcomed and creates a strong sense of belonging. When students walk into their classrooms, teachers acknowledge them, making sure there is a moment of connection. Students get their

binder, notebook, and writing utensils ready, then grab breakfast. During breakfast, students watch the morning news and answer some reflection questions based on current events.

After breakfast, students move on to intervention time, where they engage in completing tasks that are personalized based on their individual needs. Depending on students' current levels of performance, they might work on i-Ready, join an English Learner Newcomer group, participate in small group math or reading sessions, work on social-emotional learning (SEL) skills with a group of peers, or complete extra credit projects.

By 9:15 am, it's time for core classes. In these hour-long blocks, students dive into lessons that follow the Common Core State Standards and Next Generation Science Standards.

- In English Language Arts, students read anchor texts and work on reading, writing, speaking, and listening skills.
- In math, students discuss key points of the lesson with classmates and practice solving problems at a suitable level.
- In science, students lead simulations that guide thinking and fuel class discussions and writings.
- In social studies, students analyze different historical sources and use what they have learned to complete project-based assignments.

Throughout the day, students also get to enjoy enrichment activities like art and PE, which offer a chance to have a well-rounded experience.

Around midday, students participate in lunch, recess, and Advisory. Lunch is a relaxed time where students sit with homeroom classmates and build community. During recess, students can move around, play, and practice social skills. In Advisory, students learn executive functioning skills, social-emotional learning, explore identities, and celebrate heritage months.

At the end of the day, students pack up their things and either head to dismissal with their teacher or join an after-school program. After-school options are open to everyone and include small group instruction, homework help, sports, and various clubs.

Element 2 – Measurable Pupil Outcomes

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Equitas Academy #2's goal is to ensure that every student meets or exceeds grade level standards in all subjects, as further detailed in the LCFF Table in Element 1. Equitas Academy #2 sets high expectations for all students who matriculate to and through the school. Equitas Academy #2 uses externally vetted, rigorous, culturally relevant, and Common Core State Standards-aligned curriculum and assessments to measure and progress monitor student achievement. In addition, Equitas Academy #2 has a data-driven culture that includes administering, collecting, disaggregating and analyzing state and network-wide assessments on an ongoing basis and discussing results during scheduled school site and network meetings. Student achievement data is used to assess and monitor student progress; address whether a student requires additional academic intervention, small group instruction, or additional scaffolding and/or academic tutoring. Assessment data is also used to assess standard mastery, offer perspective on potential adjustments to the master schedule, evaluate the efficacy of the delivery of instruction, and determine related additional needs.

School Level Assessments

In addition to mandated standardized assessments, Equitas Academy #2 selects from a range of formative and summative assessment strategies. These assessments align with the school's mission, vision, values, Equitas Approach and Learner Profile. They include benchmark assessments (summative) and a variety of curriculum-based assessments (formative):

- **Benchmark assessments:** To provide an additional metric of student achievement, Equitas Academy #2 uses a diagnostic assessment to establish a baseline for student performance and to benchmark progress in reading, writing and mathematics. Diagnostic assessments are administered to all students. Equitas Academy #2 uses national norm-referenced assessments to assess student performance and monitor annual growth compared to scholars' national peer group. Equitas Academy #2 used NWEA MAP Reading and math benchmarks during the 2018-2023 charter term but replaced it with i-Ready in the 2023-2024 school year because it offers additional support for student mastery of every grade level standard. Benchmark assessments are used to assess student learning and potential interventions between administration windows. Benchmark data analysis also allows Equitas Academy #2 to monitor the progress of students and refine instructional delivery such that all student needs are met. Benchmark data is reviewed with students regularly through Data Chats (meetings between a school leader, teacher, or counselor, and a student before, during or after school). Families discuss benchmark data in School Site Council meetings, Family Conferences at the end of each trimester, and during individual meetings at the school or family's request. When data reveals performance or growth challenges, Multi-tiered Systems of Support are implemented. Equitas Academy #2 school leaders, teachers, students and families continue to monitor student progress in response to intervention until success is achieved.
- **Writing Portfolios:** Writing portfolios are a collection of writing samples from across all content areas that exemplify students' ability to meet state standards in writing. Writing samples are measured with state assessment essay rubrics, and provide school leaders,

teachers, and students with opportunities to monitor the progress of student writing. These writing samples are outcomes of curriculum-based lessons and the network assessment calendar. Each genre of writing is modeled, taught and practiced, and teachers use writing rubric based feedback to help students master writing standards.

- Performance Tasks: For many skills not best captured in other assessment formats, performance tasks capture conceptual understanding by requiring students to use knowledge and apply grade level skills in authentic contexts. For example, rather than answering a multiple-choice question about photosynthesis, students might conduct a laboratory experiment with actual plants and demonstrate their understanding through a lab report or a presentation on the phenomenon they observed, just as a scientist would. Students demonstrate understanding through research projects, science experiments, application of mathematical skills, demonstration of social-emotional and behavioral outcomes, dance and music recitals and art displays. Performance tasks are evaluated through school-developed rubrics. Exhibits of student work, student performances, and student presentations are other measures of student outcomes.
- Teacher observation of student learning and progress: This practice is a valuable tool because it does not interrupt instruction; is highly personalized; and it leverages teachers’ knowledge of how the lesson facilitates the mastery of standards. Teacher observation can be informal assessments of student progress and more formal structured observations. Teacher observations happen consistently throughout a lesson and student progress is communicated at benchmark intervals, in combination with other sources of information about student progress.
- Trimester Report Cards: Teachers prepare student report cards three times during the school year for parents and families. These report cards contain both qualitative and quantitative information on each student’s academic and social progress and are aligned with content standards for English language arts, mathematics, social studies, science and English language development. Student report cards include progress based on school-wide diagnostic and benchmark assessments as well as the major assessments.

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

Assessments Administered by Grade and Subject Area at Equitas Academy #2

Assessment	Purpose	Grade	Administration Timeline
English Language Arts			
Curriculum-based Assessments	Measure standards mastery	5-8	Daily and /or weekly
Standards-aligned Interim Assessments (IA)	Measure standards mastery	5-8	Beginning of the year, end of the unit, each trimester, and/or the end of the year

Supplemental Curricular Resource Assessments	Assess developmental range of decoding skills, reading strategies, vocabulary knowledge, comprehension and high-frequency word recognition	5-8	As Needed
CAASPP or CAA	State Standardized Test	5-8	Once a year
i-Ready Reading	National Normed Referenced	5-8	Beginning of the year, middle of the year and end of the year
Mathematics			
Curriculum-based assessments	Measure standards mastery	5-8	Daily and /or weekly
Standards-aligned Interim Assessments (IA)	Measure standards mastery	5-8	Beginning of the year, end of the unit, each trimester, and/or the end of the year
CAASPP or CAA	State Standardized Test	5-8	Once a year
i-Ready Math	National Normed Referenced	5-8	Beginning of the year, end of the unit, each trimester, and/or the end of the year
Science			
Curriculum-based assessments	Measure standards mastery	5-8	Daily, and/or weekly
Interim Assessments (IA)	Measure standards mastery	5-8	Beginning of the year, end of the unit, each trimester, and/or the end of the year
CAST	National Normed-Referenced Assessment	5,8	Annually
Social Studies			
Curriculum-based assessments	Measure standards mastery	5-8	Daily and /or weekly
Interim Assessments (IA) Standards-Based	Measure standards mastery	5-8	Beginning of the year, end of the unit, each trimester, and/or the end of the year
English Language Development			
Internally Created Test	Measure standards mastery	5-8	Daily and /or weekly
Interim Assessments (IA)	Measure standards mastery	5-8	Beginning of the year, end of the unit, each trimester, and/or the end of the year

ELPAC	Measure language acquisition	5-8	Initial Assessment upon enrollment; once annually in spring
Oral Language Development	Measure oral language development	5-8	Every six weeks and as often as needed

Data Analysis and Reporting

Equitas Academy #2 understands the importance of data collection and analysis in measuring and improving students learning. The Charter School uses 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 content areas, language arts, mathematics, science, and social science along with English language development are assessed in a comprehensive and dynamic system.

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

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

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

Equitas Academy #2 analyzes data to inform and improve teacher practice and students learning. To ensure students, meet statewide performance standards, the School Principal oversees the collection and analysis of state data. Students are assessed at the beginning of the school year in English Language Arts and Math. Teacher analysis of Interim Assessments consist of three parts:

- Teacher reflection on student performance expectations, teaching priorities, student strengths and weaknesses;
- Detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors and with instructional adjustments to address areas of concern; and

- Details for a six-week instructional plan for re-teaching.

Communication with Students and Families

Equitas Academy #2 involves students and their parents in the analysis of students work, student progress, areas of strength, and plans to address areas that need growth. After each round of interim assessments, teachers will share results with students and parents in progress reports and conference meetings. Teachers work with each student to set goals for the upcoming assessment.

Teachers also use interim assessment results to create and maintain records on each student that demonstrates progress toward mastery for each content standard. The standards-based assessments are shared with students and families after each trimester and reviewed with parents at each report card conference.

State testing results also are sent to families and Equitas Academy #2 hosts an annual parent meeting when schoolwide scores are published to share the school's progress toward school-wide goals and explain individual score reports to students and their families. In addition, Equitas Academy #2 annually prepares the School Accountability Report Card to provide the public with important information about our school's progress toward achieving its goals.

Grading, Progress Reporting, and Promotion and Retention

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

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

Sample Grading Policy:

Equitas Grading Guidance

Equitas Elementary and Middle School Grading Scale, Categorical Weights, class assignments are listed below.

Grading Scale for Both Elementary and Middle Schools
A or 4 = 90 - 100
B or 3 = 80 - 89
C or 2 = 70 - 79
F or 1 = 0 - 69

Categorical Weights for Both Elementary and Middle Schools
<ul style="list-style-type: none"> ● Test and Quizzes = 50 ● Classwork and participation = 30 ● Miscellaneous (Performance Tasks, Projects, etc.) = 20

Elementary Report Card	Middle Report Card
<ul style="list-style-type: none"> ● Homeroom ● Math ● *Science ● English Language Arts (ELA) ● Enrichment (Art, Music, etc.) ● Social Studies ● **Designated ELD 	<ul style="list-style-type: none"> ● Homeroom ● Math ● Science ● English Language Arts (ELA) ● Enrichment (Art, PE, Music, etc.) ● Social Studies ● Designated ELD

*Equitas Elementary Schools can divide up Social Studies and Science throughout the year as long as all of each content's Common Core State Standards are taught and measured through assessment.

Designated ELD will show up on Report Cards for scholars with Designated ELD and thus, a comment must be added for each scholar with this class. **Use the drop-down to mark N/A for the grade for Designated ELD and add comments only.

Equitas Academy #2 utilizes school-wide standards for grading. Teachers are trained on the school's guidelines for grading and work in teams to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of Common Core State Standards.

Despite various interventions and extra support, if students are still far below grade level in Math or English Language Arts, they are referred the Student Support Team. Parents are requested to attend Student Support Team meetings in which student attendance, achievement and well-being data are comprehensively considered to determine the intervention plan which best meet

students' needs. Parents are strong partners throughout the process and play a key role in follow progress monitoring meetings.

As a last resort, retention decisions are considered and final determination rests with the Equitas Academy #2 administration. Should the parent/guardian wish to appeal the student's retention the school requires a written appeal to be submitted to the School Principal within five school days after notice of retention has been supplied to the parent/guardian. A meeting will be held at the school site level with the School Principal and teacher(s) involved within five school days of receipt of the written notice, escalating to the Chief Executive Officer, if necessary, with the final decision on the appeal made by the Chief Executive Officer or designee. Note that the burden is on the parent as the appealing party to show why the promotion or retention decision should be overruled.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Governance Structure

Equitas Academy #2 is a direct-funded independent charter school, operated by Equitas Academy Charter School, Inc., a California Nonprofit Public Benefit Corporation, pursuant to California law.

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the District has complied with all oversight responsibilities required by law.

Board of Directors

The Charter School will be governed by a governing board, the Equitas Academy Charter Schools, Inc. Board of Directors ("Board" or "Board of Directors") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than seven (7) and no more than thirteen (13) directors. All directors shall be designated by the existing Board of Directors. All directors, except any director appointed by

the chartering authority, if any, are to be designated at the annual meeting of the Board of Directors. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. Bylaws may be amended as the need arises and will not constitute a material change to the charter.

All directors shall have full voting rights, including any representative appointed by the chartering authority. If the chartering authority appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for a representative appointed by the chartering authority, shall be voted upon and approved by the existing Board of Directors.

Directors shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the operative Board of Directors member role description. The qualifications of the existing Board of Directors are set forth and demonstrated in the District's required Board Member Questionnaire and the resumes submitted therewith.

In the event of any vacancies or desired addition to the Board of Directors, the Board of Directors nominating committee, also known as the Governance Committee, shall present a slate of potential Board members and officers for election by the Board of Directors. This slate shall be presented at the annual meeting of the Board, although additional members may also be added between annual meetings, if deemed necessary by the Governance Committee and approved by a vote of the Board of Directors.

As noted above, directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a director may not be reduced, except for cause as specified in these bylaws.

Directors shall serve staggered terms to balance continuity with new perspective.

Any vacancy occurring on the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Board Meetings and Duties

The Board of Directors will meet regularly (e.g., approximately every 6-8 weeks) at 1612 West Pico Boulevard, Los Angeles, California 90015 and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors may also designate that a meeting may be held at any place within the physical boundaries of Los Angeles County, with teleconference locations at each school site, by proper notice under the provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Section 54950 and Education Code Section 47604.1(c).

At least 72 hours before a regular meeting, at the location of the meeting and all school sites, and on the Charter School's website homepage with a direct link, the Board of Directors, or its designee

posts an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. At least 24 hours before a Special Meeting, at the location of the meeting and all school sites, and on the Charter School's website homepage with a direct link, the Board of Directors, or its designee, posts an agenda, containing a brief general description of each item of business to be transacted or discussed at the meeting.

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

A two-way teleconference location for meetings will be established at the school site(s) where the meeting is not being held. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with: (a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates; (b) All votes taken during a teleconference meeting shall be by roll call; (c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting; (d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda; (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and (f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

An Annual Board retreat will be held once a year. The purpose of the retreat is for team building, strategic planning, and the integration of new Board members into the culture of the organization. In addition, the Board ensures initial and ongoing governance training to ensure that all members are able to effectively serve (e.g. Brown Act, Conflict of Interest Code, compliance monitoring, policy review, etc.) The process and timeline for setting the annual calendar is decided upon by the board at our Annual Board retreat.

Committees of the Board meet on a regular basis. Committee meeting frequency varies depending upon the function of the committee (e.g. Finance Committee typically meets every other month whereas the Audit Committee may meet less frequently) At least 72 hours before a regular committee meeting, the committee chair, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda will be posted on the outside at the entrances of the meeting location, at 1612 West Pico Boulevard, Los Angeles, California 90015.

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

- Hire, supervise, evaluate, discipline, and dismiss the Chief Executive Officer;
- The Board may delegate the management of the corporation's activities including hiring, promotion, and dismissal to the Chief Executive Officer, provided that the activities and affairs of the corporation shall be managed, and all corporate powers shall be exercised under the ultimate direction of the Board;
- Approve contractual agreements exceeding the thresholds set forth in the Charter School's Fiscal Policies and Procedures;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and act on recommended student expulsions.

Additionally, 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 Charter School has adopted a Conflict-of-Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

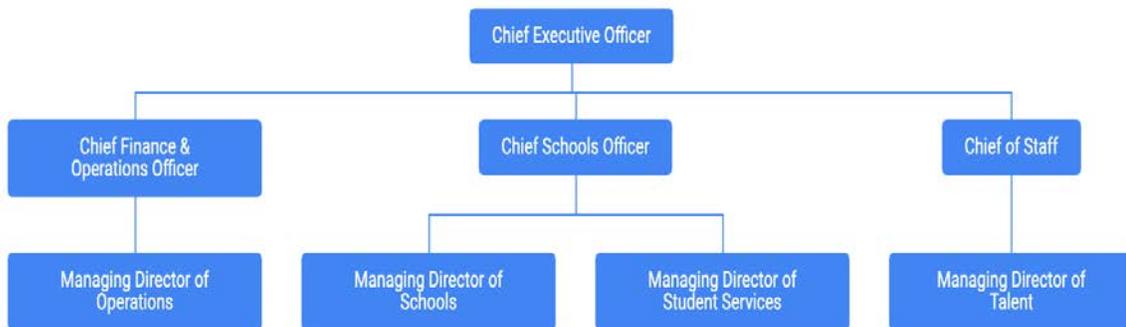
The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it. The Board of Directors may only delegate those duties permitted by law, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation, if any, will:

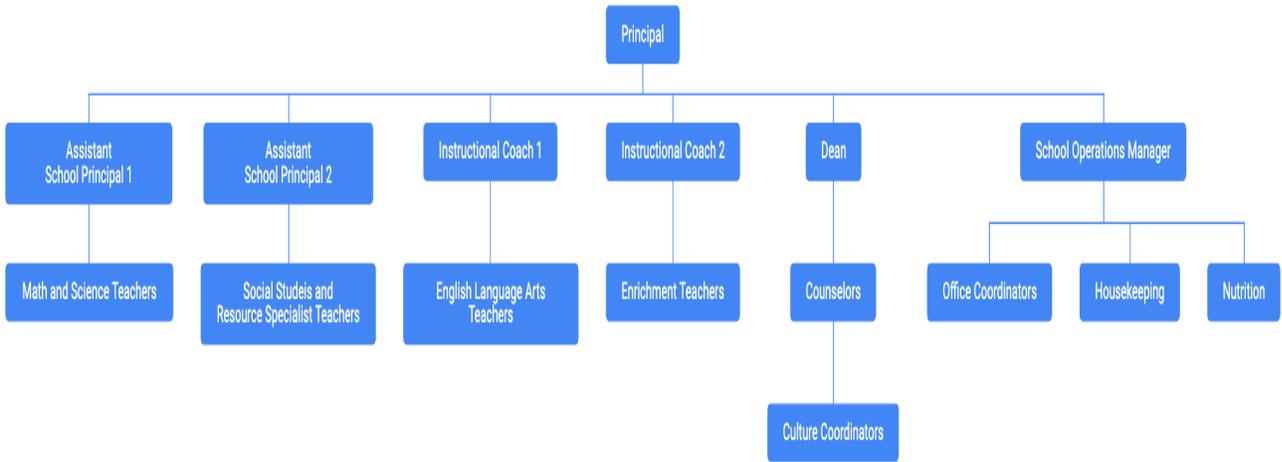
- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board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

Organizational Chart

The Charter School’s Network and School Site Leadership Team includes the following:





Network Staff

The Chief Executive Officer and Network staff (i.e., the Central Management Office (“CMO”) who support all Equitas Academy Charter Schools, Inc. schools) are responsible for the oversight of all school operations at all Equitas campuses; the Chief Schools Officer closely supervises the Equitas Academy #2 School Principal. Additional Network staff support school site operations and work in close collaboration with the School Principal and Chief Schools Officer. Job descriptions and qualifications for the key leadership staff are included in Element 5.

School Principal

The School Principal serves as the operational and educational leader of the school, responsible for implementing programs, policies and procedures to realize the Charter School’s mission and vision. The School Principal is responsible for providing instructional leadership in hiring, training, and evaluating (in collaboration with the Network Staff) teachers and other instructional and support staff.

Stakeholder Involvement

The Board is the governing body, and the school leadership and staff bring professional expertise to the academic program. We encourage teachers, families, and students to provide input and feedback on the school and their attendance at Board meetings. In developing partnership with parents, a key message of the school is to involve families in the academic success of their children. This relationship building is an extension of the work of increased student learning. Equitas Academy #2 will find meaningful ways to engage teachers in building relationships with the families of each of their students.

Along with our strongly committed Board, Equitas believes families play a key role in the education of their children. Equitas Academy #2 will utilize family involvement to forge parent partnerships with the school through use of the School Site Council, which is an advisory council that meets with the School Principal. The School Site Council currently is composed of at least 6 members, selected by their peers, as follows:

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

The School Site Council is informed through key work streams based on the daily, weekly, and monthly needs of the school determined by school leadership, families, and students. The key work streams are strategic, dynamic and informed through data. For instance, if key stakeholders notice the art program is suffering because of a lack of funding, the School Site Council will implement a fundraising work stream to support the school. Other work streams can include areas such as community service, nutrition and field trips. The School Site Council participants receive leadership training on facilitation, and how to track data and gauge impact of decisions. In accordance with the California Education Code, section 52176(b), Equitas Academy #2 has an English Learner Advisory Committee. All parents with students attending the school in which the English Learner Advisory Committee is established are eligible and encouraged to participate in the English Learner Advisory Committee. The School Principal ensures that English Learner Advisory Committee members receive appropriate training.

Each year, the School Principal also engages students, parents, teachers and staff in formulating the school's annual English Learner Advisory Committee updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School solicits feedback from parents, teachers and staff via annual surveys, meetings regarding the Local Control and Accountability Plan, School Accountability Report Card and other reports of progress, and a variety of web-based applications like Parent Square. The Charter School website is used to house all important documents and to provide 24/7 access for stakeholders.

Lastly, Equitas Academy #2 a schoolwide student and parent satisfaction and input survey to gather feedback from parents and other stakeholders to inform planning and implementation in the following school year. School-level and network-level leadership teams review and analyze the survey results to make programmatic and/or policy and practice shifts, as necessary.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Key Employee Positions and Qualifications:

Teachers

Equitas Academy #2 teachers are relentless in their aim to see student growth and work to hone their skills as effective teachers in the classroom.

Minimum Qualifications

- A Bachelor's degree required.
- The Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by the Charter School during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.
- The Commission on Teacher Credentialing English Learner Authorization.
- A strong belief that all students can succeed.

- Demonstrated experience and success working with students in low-income communities (preferred).

Essential Responsibilities

Leadership Skills, Characteristics and Duties

- Embody and advocate the mission, vision, and strategic direction of the Charter School.
- Work closely with the School Principal 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 School Principal.
- Be able to work cooperatively with colleagues.
- Knowledge of how to integrate and plan California standards-based lessons and curriculum.

Additional Duties

- Assist in student arrival and departure, transitions between class periods, and lunch periods
- Complete lesson plans and submit to School Principal in a timely manner.
- Providing supervision before- and after-school and at lunch and/or recess as assigned to maintain student safety.
- Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content.
- Assessing students daily through informal.
- 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 to ensure a culture of high academic and behavioral standards.
- Communicating effectively with students, parents, and colleagues.
- Using detailed data analysis of students' performance to inform best practices.
- Identifying students who are academically at risk and initiating effective intervention strategies.

Chief Executive Officer (Network Leadership)

The Chief Executive Officer's duties and responsibilities include but are not limited to the management and oversight of the Charter School from academic achievement to personnel management and financial oversight.

Minimum Educational Qualifications

- Bachelor's degree required
- Master's or Doctorate in Educational Leadership, Business, Strategy, or similar field of study strongly preferred.

Essential Responsibilities

DEIA Vision & Leadership

- Lead an organization that has a deep and demonstrated commitment to diversity, equity, inclusion, and anti-racism, demonstrating a strong equity stance and conviction of system and policy as an anti-racist lever.
- Provide strategic leadership and work collaboratively with the Board of Directors to strengthen and implement Equitas' mission and strategic vision.
- Functions as a core leader of Equitas leadership team and defines organizational priorities and strategic direction.

Community Advocate & Stakeholder Engagement

- Engages with families, existing partners, local leaders, organizations, authorizers and elected officials.
- Leads and advocates for change in Los Angeles and the state, maintaining active relationships with local CMO leaders and community partners.
- Communicates internally and externally to partners, funders, and the public, while bringing stakeholders along at all levels of the organization.

People, Talent & Culture

- Energize and inspire the leadership team and Equitas team members, creating and maintaining an environment of belonging that is centered in equity, inclusion, advocacy and anti-racism.
- Collaborates with the staff to develop Key Performance Indicators (KPIs) and to assess organizational culture, values, and effectiveness of organizational initiatives.
- Hire, retain, and develop the leadership team and Equitas team members, providing an optimal balance of challenge and support by ensuring individuals and/or teams have the capacity, authority and information necessary to fulfill responsibilities.

Academic Excellence & Oversight

- In partnership with the Chief Schools Officer, implement strong oversight and accountability metrics to facilitate a network of schools that is grounded in excellence, and high expectations that meet both school and state academic standards, effectively communicating results, progress on goals and growth targets.
- Develops consistent communication and feedback mechanisms to ensure the organization can identify, discuss, and address equity issues that face the school and Pico- Union Community.
- Institute equitable practices that support teachers and create the conditions where the Equitas team is supported and able to do their best work, focused on academic rigor and high standards, on behalf of the students they serve.

Sustainability, Budgeting & Fiduciary Management

- In partnership with the Chief Operating Officer and the Board, oversee the budget, cash flows and overall finances; and maintain sound financial practices and controls.
- Develops new and nurtures existing philanthropic relationships and supports all fundraising efforts.
- Collaborates with COO on the real estate development projects in the community; drives fundraising strategies, partnering with individual and corporate partners to raise six and seven figure deals, diversifying revenue streams.

Knowledge, Skills & Abilities

- Deep belief in equity and the Equitas mission and an unwavering commitment to the achievement of all students, particularly those in the Pico-Union community.
- Minimum of 8 years of executive leadership experience, with demonstrated success in leading a high-performing, and growing organization.
- Experience leading high impact, complex organizations impacting several stakeholders, in the K-12 or non-profit setting.
- Track record of fostering a safe and welcoming organization/school community and has demonstrated success of leading with an anti-racism lens.
- Demonstrated success in achieving desired academic and non-academic outcomes for all subgroups, identifying and eliminating disproportionate outcomes for students.
- Supportive coach and culture builder, with a proven track record of working effectively with diverse individuals to drive results.
- Lead through a culture of care, relationships, and support diverse stakeholders
- Effective at demonstrating empathy, listening for understanding, and facilitating uplifting and difficult conversations.
- Represent the organization as an exceptional external ambassador for all stakeholders.
- Excellent communication and presentation skills (written and oral).
- Excellent analytical skills, including the ability to synthesize large bodies of information and transform them into detailed work plans and communication plans.
- Experienced in working with board members, chairs, and committees and supporting C-level or equivalent leaders in executive management and goal setting.
- Experienced with short- and long-term strategic planning and able to manage multiple complex projects.
- Comfortable transitioning quickly from individual, detail-oriented projects to collaborative, people-oriented conversations.
- Relentless in pushing towards results and productivity on behalf of the organization.
- Committed to Equitas' mission of providing a structured, achievement-based community that prepares students to graduate from four-year colleges and universities.

Chief Operations Officer (Network Leadership)

The Chief Operations Officer provides strategic leadership and planning for the operations function and oversees all operations activities including facility acquisition and management; information technology; internal financial processes; human resources; vendor management; compliance; enrollment; lottery; and student information systems. responsible for the day-to-day operations, facilities, compliance, and fiscal oversight. They will work closely with the Chief

Executive Officer, school community, and the board of directors to refine and implement the organization's multi-year strategic plan, manage organizational resources, and lead Equitas to achieve measurable outcomes that promote a diverse, equitable, inclusive, anti-racist organization.

Minimum Educational Qualifications

- Bachelor's degree required.
- Master's in business administration, Educational Leadership, or similar field of study strongly preferred.

Other Qualifications

- K-12 public education leadership experience and/or any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed below.
- Bilingual preferred.

Essential Responsibilities

Operational Vision & Strategic Leadership

- Work alongside the CEO and other members of the leadership team to refine and solidify a strong operational strategic vision that demonstrates a deep commitment to diversity, equity, inclusion, and anti-racism.
- Develop DEIA-centered systems to be used across Equitas' network of schools, in the following areas: facilities, lottery/enrollment, attendance, reporting, vendor management, inventory, procurement, and internal controls.
- Provide strategic leadership and work collaboratively with, schools, vendors, the Board of Directors and external stakeholders to strengthen and implement Equitas' mission and vision.
- Functions as a core leader of Equitas leadership team and helps to define organizational priorities and strategic direction.

Sustainability, Budgeting & Fiduciary Management

- Oversee Finance staff to manage financial operations of Equitas' schools and regional office in the areas of banking, accounting, compliance, reporting, budgeting, procurement, and financial planning.
- Oversee internal financial systems for accounts payable/receivable, weekly deposits, and expense reports.
- In partnership with the CEO and the Board, oversee the budget, cash flows and overall finances; and maintain sound financial practices and controls.
- Works the Board of Directors and CEO on the real estate development projects in the community; partnering with individual and corporate partners to raise six and seven-figure deals, diversifying revenue streams.

Systems Management & Capacity Building

- Develops consistent communication and feedback mechanisms with the Chief Schools Officer and with local leaders, organizations, authorizers and elected officials to ensure we are bringing educational partners along at all levels of the organization.
- Engages with School Directors to lead and manage operational systems and processes are sound, school-site operations teams are supported, we are operationally compliant and audit ready, while addressing operational challenges directly to better support the core learning and teaching functions of our schools.
- Works with the CEO to lead and advocate for change in Los Angeles and the state, maintaining active relationships with local CMO leaders and community partners.
- Leverages collaborative leadership, coalition-building and systems insight to mobilize innovation and action across a network of schools and identities shared characteristics and interdependencies to create economies of scale.

People Management & Partner Engagement

- Hire, retain, and develop the operations team and Equitas team members, providing an optimal balance of challenge and support by ensuring individuals and/or teams have the capacity, authority and information necessary to fulfill responsibilities.
- Develops consistent communication and feedback mechanisms to ensure the organization can identify, discuss, and address facility, management and equity issues that face the school and Pico-Union Community.
- Facilitates positive, collaborative and inclusive processes and initiatives to support culture building and employee engagement. Takes a coach-approach to build leadership capacity in others.

Compliance, Facilities & Risk Management

- Oversee charter renewal, WASC accreditation, audits, compliance and yearly authorizer visits.
- Oversee the ongoing maintenance of updating information systems and infrastructure, including hardware, software, and applications.
- Coordinate business insurance and maintain best practices for risk management and safety.

Knowledge, Skills & Abilities

- Expertise in leading high impact team around the following areas: student recruitment and enrollment, school operations, transportation, procurement, meals, facilities, student information systems, teacher certification, risk management, safety, and new school openings.
- 8+ years of executive leadership experience, with demonstrated success in leading a high performing, and growing organization.
- Deep belief in equity and the Equitas mission and an unwavering commitment to the achievement of all students, particularly those in the Pico-Union community.
- Effective at keeping key stakeholders (CEO, CSO, Board, and others) up to date on matters related to overall priorities or needs.

- Track record of fostering a safe and welcoming organization/school community and has demonstrated success of leading with a strong operational and anti-racism lens.
- Supportive coach and capacity builder, with a proven track record of working effectively with diverse individuals to drive results.
- Effective at demonstrating empathy, listening for understanding, and facilitating uplifting and difficult conversations.
- Represent the organization as an exceptional external ambassador for all stakeholders Excellent communication and presentation skills (written and oral).
- Excellent analytical skills, including the ability to synthesize large bodies of information and transform them into detailed work plans and communication plans.
- Experienced in working with board members, chairs, and committees and supporting C-level or equivalent leaders in executive management and goal setting.
- Experienced with short- and long-term strategic planning and able to manage multiple complex projects.
- Comfortable transitioning quickly from individual, detail-oriented projects to collaborative, people-oriented conversations.
- Committed to Equitas' mission of providing a structured, achievement-based community that prepares students to graduate from four-year colleges and universities.

Chief Schools Officer (Network Leadership)

The Chief Schools Officer (CSO), reports to and works closely with the Chief Executive Officer. They focus on leading the work of School Principal management, performance management towards student achievement and the implementation of a rigorous academic program and high expectations-oriented culture. Responsibilities include school performance management, which encompasses managing a team of School Principals, developing and leading School Principals toward strong talent outcomes such as teacher performance, retention and staff engagement; and leading the vision of school culture for all Equitas schools to ensure high expectations for all students drives a culture of achievement that is safe and welcoming. In addition, alongside the Chief Executive Officer, the Chief Schools Officer develops/executes on a vision for deeply developing teachers in their content knowledge and executes the vision by maximizing professional development opportunities, and leads the strategy for utilizing assessment data across the year to ensure Equitas Academy #2 and its leaders are nimble in their ability to adjust program based on student performance. The Chief Schools Officer also ensures full compliance with state and federal guidelines in support for students and schools.

Minimum Educational Qualifications

- Bachelor's degree required.
- Master's Degree in Education, Educational Leadership, Organizational Leadership, Curriculum and Instruction, or similar field of study strongly preferred.

Other Qualifications

- K-12 public education leadership experience and/or any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed below.

- Bilingual preferred.

Essential Responsibilities

Leadership Management

- Function as a key leader of Equitas’ executive team (Chief-level) and define/shape the organizational priorities and strategic direction.
- Develop the cultural vision, the structures and systems designed to achieve results for all students in the Equitas network.
- Manage the teaching and learning systems, academic program, and principal management for a midsize charter school network.
- Lead the school management and performance of all Equitas schools, fostering a culture of achievement, anti-racism, community orientation and growth.
- Manage a team of network leaders including managing directors overseeing academic systems, student experiences, and teaching and learning.
- Manage a team of principals, fostering a team culture that drives excellence at all schools;
- Ensure the effective management, coaching, and mentorship of managing directors and school leaders in ways that drive significant student achievement gains, school health, and professional development.
- Lead the hiring, development, coaching, and evaluation of Equitas’ principals through the managing directors of academics/schools and in collaboration with the talent team.
- Manage the schools team, student services and data team to establish individual, team, and professional learning goals; evaluate and measure success for each direct report that leads to their continued growth.
- Collaborate curriculum team to plan and execute summer institutes for school leaders, new teachers, and returning staff.
- Identify and remove structural barriers to DEIA wherever possible, considers school and network staff suggestions and addresses individual biases or behaviors that prevent all schools and network members from growing to their full potential.

Students Achievement and Results Orientation

- Implement the model of Strategic Architect in relationship between the network office and the schools by defining the network program expectations and the opportunities for school-based design.
- Develop a school health dashboard in partnership with network and school leaders to create a shared understanding of “healthy schools” at Equitas so that efforts to drive school improvement are coordinated and aligned to a shared definition of success.
- Oversee the goal-setting process with principals to ensure that academic and culture goals are ambitious, aligned with vision of Equitas Academy and rigorous for all students;
- Pursue equity in all policy and program decisions, considering how the schools and program at Equitas will continue to become more anti-racist.
- Develop and promote systems for creating socially-just, responsive, and restorative schools, with emphasis on racially, culturally and linguistically diverse students.

- Monitor and ensure systems, structures, and environments support the needs of diverse learners and the SEL needs of students that results in growth.

Alignment, Professional Development, and Compliance

- Develop and lead professional development opportunities for principals that increases leadership skills, performance, and organizational leadership;
- Collaborate with organizational departments (academics, operations, programs) and develops professional development.
- Develop and coach principals to be strong leaders of school site leadership teams (deans, teacher leaders, SOMS, and Expanded Learning coordinators).
- Ensure full compliance with state and federal guidelines in support for students and schools.
- Implement and/or design systems driven structures in support of school success and principal development.
- Collaborate intensively and strategically with organizational leaders to align support to schools and prioritization of student and teacher experience.

Additional Duties

- Alongside the managing directors, co-design and oversee special projects and initiatives related to principal, dean, and teacher development structures.
- Assist with school expansion, growth, and development structures.

Chief of Staff (Network Leadership)

The Chief of Staff will serve as the lead driver of organizational efficiency and equity-driven strategy. This leadership position will carry the responsibility of ensuring that the CEO and organization have the systems and structures in place to achieve its core purpose in policy and practice. The Chief of Staff will achieve excellence through implementing systems, projects, and strategies to carry out the priorities and goals of the organization through cross functional execution. They are responsible for promoting diversity, equity, inclusion, anti-racism (DEIA) through process, policy, and practice. This leader will navigate people, vision, and details simultaneously to get results. This leader will galvanize people to align in the work for student achievement.

Minimum Educational Qualifications

- Bachelor's degree required.
- Master's Degree in Education, Business, Strategy, or similar field of study strongly preferred.

Other Qualifications

- K-12 public education leadership experience and/or any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed below.
- Bilingual preferred.

Essential Responsibilities

Organizational Strategy & Planning

- Function as a key leader of Equitas' executive team (Chief-level), help define the organizational priorities and clarify the strategic direction
- Serve as the primary project manager and lead for key strategic projects that tie across different functions of the organization
- Maximize the CEO's effectiveness by coordinating and leading team meetings while also leveraging her time in a way that ensures maximum focus on the highest priority organization issues and initiatives
- Hold the organization and others accountable to executing equity-driven strategy

Team Management

- Develop and manage internal communications strategy in partnership with key stakeholders to ensure transparency, collaboration and results orientation
- Establish systems and structures to monitor progress, share updates, and keep stakeholders apprised of key initiatives and activities
- Keep a pulse on the broader organizational health on behalf of the CEO, including culture, systems/processes, crisis management

Communication & Progress Monitoring

- Serve as the primary project manager and lead for key strategic projects that tie across different functions of the organization
- Determine appropriate project timelines, communication and training structures that make change more likely and successful
- Work to ensure successful launch of new initiatives as directed by the Chief Executive Officer.

Knowledge, Skills & Abilities

- 10+ years of professional success (preferably in the nonprofit sector) including 5+ years serving on a senior leadership team or C-Suite, 5+ years management experience, and 3+ years' experience overseeing one or more of the areas under the Chief of Staff purview: Development, DEI, Marketing & Communications, and Board Relations.
- Highly skilled in equity facing work (3+ years of programmatic experience related to diversity, equity, inclusion, and anti-racism), demonstrating a strong equity stance and conviction of system and policy as an anti-racist lever.
- Bachelor's degree required may hold master's degree in education, business, or strategy
- Experienced in working with board members, chairs, and committees and supporting a CEO or equivalent leader in time management and goal setting.
- Experienced with short- and long-term strategic planning and able to manage multiple complex projects.
- Comfortable transitioning quickly from individual, detail-oriented projects to collaborative, people-oriented conversations.
- Relentless in pushing towards results and productivity on behalf of the organization.

- Committed to Equitas’ mission of providing a structured, achievement-based community that prepares students to graduate from four-year colleges and universities.

School Principal (School Leadership)

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

Minimum Educational Qualifications

- Bachelor’s degree required.
- California Teaching Credential required.
- At least 3 years of teaching experience (5+ preferred), with a demonstrated record of exceptional academic outcomes for students

Other Qualifications

- K-12 public education leadership experience and/or any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed below.
- Bilingual preferred.

Additional Preferred Qualifications

- A California administrative credential or other training/experience likely to produce a similar level of preparedness for this position (e.g., prior experience in a similar role)
- Master’s Degree or Doctorate in Education or other related field or similar field of study strongly preferred.
- Experience working in historically marginalized communities
- Fluency in Spanish.

Essential Functions

Leadership, Strategic Planning, and Systems Implementation (25%)

- Inspires adults and students in the school community to work towards the school’s vision while embodying Equitas core beliefs and values.
- Builds the capacity of staff to support academic achievement through effective implementation of adopted curricula and appropriate interventions.
- Leads the implementation of a multi-tiered system of supports (MTSS), ensuring that all students experience inclusive academic instruction, behavioral support, social-emotional instruction, and mental health support.
- Implements systems to ensure equitable access for all subgroups, while prioritizing students encountering unique challenges, including students with disabilities and emergent bilingual students.
- Builds an effective leadership team with a relentless focus on student learning; creates conditions for all leadership team members to collaboratively lead the school; builds individual and collective capacity to oversee complex projects that achieve planned outcomes.

- Facilitates change management processes, including empowering stakeholders to provide meaningful input, generating broad buy-in and motivation, and building sustainable systems.
- Provides leadership and oversight of a wide range of school programs, including those that involve external partnerships, such as the school's extended learning programs (including summer programming).
- Serves as a key leader in strategic planning and external compliance processes, including LAUSD oversight and the Local Control and Accountability Plan.

Coaching, Professional Development, and Performance Management (25%)

- Ensures that faculty and staff are frequently observed (both formally and informally) in the performance of their duties and provided with feedback aligned to agreed-upon goals, job expectations, and rubrics.
- Develops and implements a system of high-quality professional learning opportunities and skillful coaching; tailors support to individualized needs, informed by data and observations.
- Evaluates and/or oversees the evaluation of faculty and staff; conducts other performance management functions, as appropriate.
- Hires and retains effective faculty and staff; provides professional growth and/or leadership opportunities aligned with interest, aptitude, and school need.

School Culture and Stakeholder Engagement (15%)

- Builds the school's collective capacity to embrace diversity, equity, inclusion, and anti-racism, and incorporates those practices and mindsets into all aspects of the school culture, instruction, and operations.
- Embraces a restorative approach to relationships, including students, families, community members, and faculty/staff; leads the implementation of restorative practices to build community and repair harm; uses restorative justice as a key component of the school's positive behavior support plan; takes other disciplinary action as appropriate, in accordance with local policies and California Education Code.
- Collaboratively creates and maintains a safe and supportive school environment for all stakeholders.
- Builds the capacity of staff to create a school-wide culture in which all families and community members are welcomed into authentic partnership, in ways that are aligned to the Equitas Academy Mission, Vision, and Values.
- Empowers stakeholders through advisory and decision-making bodies, including School Site Council and English Learner Advisory Committee.
- Develops authentic, collaborative, empowering relationships with students, families, school staff, and network staff.

Assessment and Data Analysis (15%)

- Oversees the implementation of a broad range of formative and summative assessments aligned to school and network goals; develops a culture of shared ownership and accountability for outcomes.

- Supports faculty and staff in effectively and consistently using multiple sources of qualitative and quantitative data to track progress toward goals and to plan appropriate instruction and targeted interventions.
- Builds the capacity of staff to meaningfully communicate with students, families, and other stakeholders about school-wide, classroom-level, and individual student goals and progress toward those goals.
- Partners with network and site-based teammates and the school community to create an annual dashboard aligned to the Equitas Common Measures; sets goals that are meaningful, ambitious, and achievable; builds the capacity of all stakeholders to share ownership of those goals.

Professional Growth and Network Collaboration (15%)

- Engages in ongoing professional learning and growth through coaching, mentoring, reading/researching, and various forms of professional development.
- Models and builds the capacity of staff to proactively solicit feedback from various stakeholders, to monitor data and reflect on one's own impact, and to make appropriate adjustments in alignment with goals.
- Collaborates productively with leaders across the Equitas network, proactively building trusting, supportive professional relationships.

Other Duties (5%)

- The principal is expected to adapt in response to new information and shifting priorities, while managing their work schedule accordingly. This requires flexibility and a willingness to embrace unexpected challenges.

Skills, Traits, and Dispositions

- A strong alignment with Equitas Academy's vision, mission, and values.
- A commitment to diversity, equity, inclusion, and anti-racism (DEIA) and a desire to empower those who experience marginalization.
- A tendency to "lean in" to complexity while demonstrating adaptability and a growth mindset.
- Strong interpersonal skills and ability to build and cultivate trusting, supportive relationships with students and adults.
- Instructional expertise, including knowledge of Common Core-aligned instruction, multi-tiered systems of support, and student-centered classrooms.
- Capacity to understand and empathize with the experiences of people in the Pico Union community.
- Expertise in change leadership and project management.
- Excellent communication skills, both verbal and written.
- Ability to manage a busy schedule with shifting priorities while being present for others and maintaining personal wellbeing; ability to calibrate emotional responses, adjusting tone and actions as needed.

- Ability to hold oneself and others accountable to high standards while also prioritizing wellness, sustainability and positive relationships; ability to use appropriate strategies to recover physically and renew mentally and emotionally.
- Knowledge of relevant policies, regulations, and laws, including California Education Code.

Assistant School Principal (School Leadership)

The Assistant Principal performs a combination of the following duties, alongside and in collaboration with the School Principal and other members of the school’s leadership team. The distribution of duties across the members of the leadership team is determined by the School Principal.

Minimum Educational Qualifications

- Bachelor’s degree required.
- At least 3 years of teaching experience (5+ preferred), with a demonstrated record of exceptional academic outcomes for students

Other Qualifications

- K-12 public education leadership experience and/or any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed below.
- Bilingual preferred.

Additional Preferred Qualifications

- A California administrative credential or other training/experience likely to produce a similar level of preparedness for this position (e.g., prior experience in a similar role).
- A California Teaching Credential or out-of-state equivalent.
- Master’s Degree or Doctorate in Education or other related field or similar field of study strongly preferred.
- Experience working in historically marginalized communities.
- Fluency in Spanish.

Essential Functions

Leadership, Strategic Planning, and Systems Implementation (25%)

- Inspires adults and students in the school community to work towards the school’s vision while embodying Equitas core beliefs and values.
- Builds the capacity of staff to support academic achievement through effective implementation of adopted curricula and appropriate interventions.
- Supports the implementation of a multi-tiered system of supports, ensuring that all students experience inclusive academic instruction, behavioral support, social-emotional instruction, and mental health support.
- Implements systems to ensure equitable access for all subgroups, while prioritizing students encountering unique challenges, including students with disabilities and emergent bilingual students.

- Facilitates change management processes in collaboration with the school leadership team, including empowering stakeholders to provide meaningful input, generating broad buy-in and motivation, and building sustainable systems.
- Provides leadership and oversight of a wide range of school programs, including those that involve external partnerships, such as the school's extended learning programs (including summer programming).
- Serves as a key leader in strategic planning and external compliance processes, including LAUSD oversight and the Local Control and Accountability Plan.
- Serve as the Principal's designee in the Principal's absence and in relation to matters delegated by the Principal.

Coaching, Professional Development, and Performance Management (25%)

- In relation to assigned caseload, ensures that faculty and staff are frequently observed (both formally and informally) in the performance of their duties and provided with feedback aligned to agreed-upon goals, job expectations, and rubrics.
- Contributes to a system of high-quality professional learning opportunities and skillful supervision and/or coaching; tailors support to individualized needs, informed by data and observations.
- Evaluates faculty and staff, as assigned by the Principal; conducts other performance management functions, as appropriate.
- Supports the hiring and retention of effective faculty and staff; provides professional growth and/or leadership opportunities aligned with interest, aptitude, and school need.

School Culture and Stakeholder Engagement (15%)

- Builds the school's collective capacity to embrace diversity, equity, inclusion, and anti-racism, and incorporates those practices and mindsets into all aspects of the school culture, instruction, and operations.
- Embraces a restorative approach to relationships, including students, families, community members, and faculty/staff; leads the implementation of restorative practices to build community and repair harm; uses restorative justice as a key component of the school's positive behavior support plan; takes other disciplinary action as appropriate, in accordance with local policies and California Education Code.
- Collaboratively creates and maintains a safe and supportive school environment for all stakeholders.
- In collaboration with the school leadership team, builds the capacity of staff to create a school-wide culture in which all families and community members are welcomed into authentic partnership, in ways that are aligned to the school's vision and Equitas core beliefs and values.
- Develops authentic, collaborative, empowering relationships with students, families, school staff, and network staff.

Assessment and Data Analysis (15%)

- Supports the implementation of a broad range of formative and summative assessments aligned to school and network goals; contributes to a culture of shared ownership and accountability for outcomes.
- Supports faculty and staff in effectively and consistently using multiple sources of qualitative and quantitative data to track progress toward goals and to plan appropriate instruction and targeted interventions.
- Builds the capacity of staff to meaningfully communicate with students, families, and other stakeholders about school-wide, classroom-level, and individual student goals and progress toward those goals.
- Builds the capacity of all stakeholders to share ownership of the school's goals.

Professional Growth and Network Collaboration (15%)

- Engages in ongoing professional learning and growth through coaching, mentoring reading and researching, and various forms of professional development.
- Models and builds the capacity of staff to proactively solicit feedback from various stakeholders, to monitor data and reflect on one's own impact, and to make appropriate adjustments in alignment with goals.
- Collaborates productively with the Principal and other members of the school's leadership team, along with leaders across the Equitas network, proactively building trusting, supportive professional relationships.

Other Duties (5%)

- The Assistant Principal is expected to adapt in response to new information and shifting priorities, while managing their work schedule accordingly. This requires flexibility and a willingness to embrace unexpected challenges.

Skills, Traits, and Dispositions

- A strong alignment with Equitas Academy's vision, mission, and values.
- A commitment to diversity, equity, inclusion, and anti-racism (DEIA) and a desire to empower those who experience marginalization.
- A tendency to "lean in" to complexity while demonstrating adaptability and a growth mindset.
- Strong interpersonal skills and ability to build and cultivate trusting, supportive relationships with students and adults.
- Instructional expertise, including knowledge of Common Core-aligned instruction, multi-tiered systems of support, and student-centered classrooms.
- Capacity to understand and empathize with the experiences of people in the Pico Union community.
- Expertise in change leadership and project management.
- Excellent communication skills, both verbal and written.
- Ability to manage a busy schedule with shifting priorities while being present for others and maintaining personal wellbeing; ability to calibrate emotional responses, adjusting tone and actions as needed.

- Ability to hold oneself and others accountable to high standards while also prioritizing wellness, sustainability and positive relationships; ability to use appropriate strategies to recover physically and renew mentally and emotionally.
- Knowledge of relevant policies, regulations, and laws, including California Education Code.

School Operations Manager (School Leadership)

The job of the School Operations Manager is to lead the day-to-day operations of the school. This includes overseeing the school compliance, enrollment, facilities, and managing the operations team.

Minimum Educational Qualifications

- Bachelor's degree preferred.
- At least two years working in an office environment
- At least six months experience working in a school setting preferred
- Bilingual English/Spanish
- Current or willingness to obtain CPR and 1st Aid Certificate within 60 days of employment
- Proficient in Google Drive Suite or Microsoft Word, Excel, and informational databases
- Typing speed 40 WPM minimum

Other Qualifications

- K-12 public education leadership experience and/or any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed below.
- Bilingual preferred.

Essential Functions

Leadership, Strategic Planning, and Systems Implementation

- Function as a key leader at the school-site and set the strategic vision and implementation in furtherance of operational excellence.
- Establishing a school culture, adapting current best practices, and implementing operational systems.
- Recruiting and enrolling students.
- General front office welcoming/reception duties, including answering phones, door, and mail correspondence.
- Communicate in a positive and respectful way with staff, parents, and other stakeholders;
- Collect and enter data into administrative databases.
- Intake and direct students coming to office for medical, behavioral, and other reasons; Order, manage, and maintain an inventory of school supplies.
- Collect and enter student attendance and make follow-up calls with families.
- Regularly inspect facilities and coordinate necessary repairs and general upkeep.
- Prepare purchase orders and make purchases.
- Manage school's budget and review expenses.
- Coordinate school mailings.
- Coordinate special events.

- Oversee systems to file all important school documents.
- Contact parents and emergency assistance agencies in the case of serious illness or injury; follow policies and procedures for health, safety, and nutrition.
- Along with School Principal, create and implement efficient systems for arrival and dismissal; and create/oversee safety evacuation procedures and lead regular drills.
- Supervise team of Office Coordinators, Nutrition Coordinators, Safety Coordinators and Housekeeping Staff.
- Participate as a leadership member of the overall Operations team, demonstrating a willingness to problem-solve and assist with issues and concerns arising at each of the network's campuses.
- Managing school lunch program-ensuring we collect 95% of outstanding payments.
- Lead and mediate parent meetings to resolve concerns.
- Complete other responsibilities as assigned.

Knowledge, Skills, and Abilities

- Strong belief in our mission that all students can learn and achieve at high levels; Desire and ability to create a positive student and adult culture at a school; Customer service orientation; supportive attitude toward teachers, staff, students and families;
- Excellent written and verbal communication skills;
- Team player;
- Reflective and open to feedback and development;
- Extremely detail oriented and deadline-driven

School Psychologist

Minimum Educational Qualifications

- School Psychology Credential; Master's Degree or higher in related field; successful school psychology and special education experience.
- Pupil Personnel Services credential required

Other Qualifications

- Knowledge of, and support for, Equitas Academy #2's mission, vision, and educational model.
- Experience with Welligent
- Bilingual-Spanish strongly preferred

Essential Functions

- Conducts individual and group evaluations and diagnoses of learning, behavior and/or adjustment problems of students at assigned schools
- Provides guidance and assistance to students with learning, behavior and/or adjustment problems
- Provides support in developing appropriate individual and/or group programs of instruction and treatment of learning disabilities, including performing

FBA's and developing BSP's

- Assists in systematically reassessing children with special education needs as appropriate
- Provides in-service training in learning, child development and child management to parents, teachers, administrators and other professionals and paraprofessionals
- Provides consultation and advisement to administrators, teachers, and parents regarding the general and special education programs as appropriate
- Coordinates, communicates with and seeks consultation with community agencies as appropriate
- Effectively communicates knowledge and ideas orally and in writing; maintains effective interpersonal relationships and communication in the professional setting
- Performs other duties as assigned or requested by the appropriate administrator.

School Counselor

The Counselor will develop and support the social-emotional and academic well-being of all scholars to be successful in elementary school and to be prepared for success in college. The counselor develops strategies and implements activities to address the needs of the scholars, consults and collaborates with school teams, and works with families to support scholar success.

Minimum Educational Qualifications

- Master's degree in counseling required
- Pupil Personnel Services credential required

Other Qualifications

- Excellent communication and interpersonal skills
- Ability to develop relationships with a diverse group of stakeholders
- Bilingual Spanish strongly preferred

Essential Functions

- MTSS:
 - Counselors will lead Tiered SEL and Mental Health Support
 - Ensures tier 1, 2, and 3 supports are being appropriately implemented for all scholars
 - Collaborate with administration and teacher leaders to ensure prioritization of Tier 1 supports
- Tier 1:
 - Support with Universal screeners and Needs assessments
 - Classroom Instruction:
 - Collaborates with teachers and staff to provide tiered social/emotional supports in the classroom
 - Supports the development and implementation of social-emotional learning programs
 - Supports the implementation of restorative practices across the campus.
 - Conduct frequent Walkthroughs of Morning meeting/advisory/SEL Blocks

- Meet regularly with SEL Lead/Grade Level Leads to support SEL during instruction
 - Support with implementation of a Tier 1 Framework
 - School-Wide Initiatives
 - Connect Tier 1 to school-wide initiatives and PD
 - Lead PD on implementation of Tier 1 support
 - Connect with external providers for Tier 1 PD opportunities
 - Provides in-service training in learning, child development, and child management to parents, teachers, administrators and other professionals and paraprofessionals
- Tier 2
 - Lead SEL Groups based on data from need's assessment
 - Attend and assist SST meetings when needed and apply applicable services and observations
 - Classroom support focused in social skills within the classroom setting
 - Support with additional Tier 2 interventions in collaboration with teacher/parent
- Tier 3:
 - Provides DIS counseling services for scholars on IEP counseling caseload
 - Develops and documents IEP Goals and Presents Levels of Performance in the areas of social and emotional functioning
 - Participates in IEP meetings, Annual Reviews, Triennial Reviews, and any other necessary school meetings
 - Provides 1:1 Short term counseling
 - Conducts classroom observations to gather data and insight into the behaviors of scholars on the caseload.
 - Maintains up to date, accurate, and confidential counseling files, including record keeping in Welligent
- Crisis Supports:
 - Provides Crisis Intervention Services to scholars as needed
 - Conducts risk assessments as necessary, and mobilize appropriate support
 - Develops and supports school staff, scholars, parents, and families in implementing scholar safety plans including Re-Entry meetings
 - Serves as a member of the Crisis Response Team
- Leadership/Other:
 - Serves on the school's leadership team to connect SEL Tier 1 support to school wide initiatives and Professional Development
 - Participate as an active member of the school's COST team and leadership team convenings (Admin meetings, Instructional leadership team, grade level meetings)
 - Effectively communicates knowledge and ideas orally and in writing; maintains effective interpersonal relationships and communication in the professional setting

- Supports the team with parent engagement and parent workshops
- Performs other duties as assigned or requested by the appropriate administrator
- Community with ELOP Coordinator and After School Team about incidents in the school day to build continuity of care
- Clearly communicate priorities to school site staff and leadership team
- Middle school Counselors only: Hold session for families focused on transition to high school

Instructional Coach

Responsible for building a culture of learning and development, modeling excellent instruction, and supporting a small group of assigned teachers through coaching and feedback.

Minimum Educational Qualifications

- Valid California teaching credential with English Learner Authorization
- Clear California teaching credential preferred, but minimum of Preliminary required.
- Prior teaching experience

Other Qualifications

- Commitment to developing as an anti-racist educator and leader
- A belief in structured classroom environments and high academic expectations for all students
- Clear communication skill and demonstrated ability to work well in a team
- Strong data analysis skills and experience
- Demonstrated success working with students
- Interest in coaching and developing adults

Essential Functions

- Teaching Responsibilities:
 - Deliver rigorous lessons to students in assigned grade level(s) and subject(s)
 - Use data to drive instruction and demonstrate strong student academic results
 - Maintain a warm demander style of teaching and build relationships with students and families
 - Intellectually prepare for lessons
 - Participate in and lead professional development activities
 - Collaborate with grade level and/or other teachers on lesson planning and other deliverables
- Coaching Responsibilities:
 - Facilitate grade level meetings, grade level data meetings/protocols, and scope and sequence unpacking
 - Support teammates and hold teammates accountable for submitting deliverables (plans, meeting deadlines, etc.)
 - Plan grade level events (ex: Community Meetings, Field Trips, Family Nights/Events)

- Support teachers with culture and instruction through observation, coaching, and bi-weekly one-on-ones
- Coach up to 3 teachers unless otherwise discussed and mutually agreed upon
- Collaborate with Principals to debrief co-observations, collaborate specific coaching goals tailored to teacher needs; i.e. framework, data, behavior management, professionalism, etc.
- Facilitate professional learning communities, data driven protocols, and scope and sequence unpacking
- Lead professional development as appropriate
- Participate in leadership development training
- Meet regularly with Chief Schools Officer to discuss and support framework implementation, and assigned teachers' progress on coaching goals, weekly to bi-weekly
- Grade Level Lead Training during Summer Professional Development (focused on facilitating data meetings and unpacking)

Culture Coordinator

The primary role of the Culture Coordinator is to support the Principal and school team with student and parent communications, discipline, student safety and health, and enforcement of school policies and procedures.

Minimum Educational Qualifications

- BA degree strongly preferred, AA required

Other Qualifications

- Previous experience working with students
- A strong belief that all students can succeed
- Bilingual Spanish speaker required
- CPR Certification required within 60 days of hire

Essential Functions

- Sustain and monitor a safe, orderly, joyful culture of high academic and behavioral standards
- Monitor students in hallways and near bathrooms
- Administer medications to students as needed
- Communicate with families on a regular and consistent basis
- Assist in the development of structures and systems to assist in building consistency within the student culture
- Coordinate restorative disciplinary systems and make reports to appropriate staff on student discipline issues
- Provide the necessary support to faculty so that they can help administer the school's policies
- Act as lead for student referrals, student health, and injuries
- Help communicate and reset students having difficulty with behavior in the classroom
- Complete other tasks as assigned by the Principal

Element 6 – Health and Safety Procedures

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

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

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a

high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

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

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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

MEDICATION IN SCHOOLS

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

ATHLETIC PROGRAMS

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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

TRANSPORTATION SERVICES

EFFECTIVE JULY 1, 2025, CHARTER SCHOOL SHALL COMPLY WITH THE REQUIREMENTS OF EDUCATION CODE SECTION 39875(c), IF APPLICABLE, RELATING TO BACKGROUND CHECKS AND TESTING FOR INDIVIDUALS PROVIDING TRANSPORTATION SERVICES FOR STUDENTS.

WORKPLACE VIOLENCE PREVENTION PLAN

EFFECTIVE JULY 1, 2024, CHARTER SCHOOL SHALL ESTABLISH, IMPLEMENT, AND MAINTAIN, AT ALL TIMES IN ALL WORK AREAS, AN EFFECTIVE WORKPLACE VIOLENCE PREVENTION PLAN, CONSISTENT WITH THE REQUIREMENTS OF LABOR CODE SECTION 6401.9.

HOMICIDE THREATS

CHARTER SCHOOL SHALL COMPLY WITH ALL REQUIREMENTS UNDER EDUCATION CODE SECTIONS 49390-49395 REGARDING MANDATORY REPORTING IN RESPONSE TO HOMICIDAL THREATS. ALL CHARTER SCHOOL EMPLOYEES AND GOVERNING BOARD MEMBERS WHO ARE ALERTED TO OR WHO OBSERVE ANY THREAT OR PERCEIVED THREAT IN WRITING OR THROUGH AN ACTION OF A STUDENT THAT CREATES A REASONABLE SUSPICION THAT THE STUDENT IS PREPARING TO COMMIT A HOMICIDAL ACT RELATED TO SCHOOL OR A SCHOOL ACTIVITY SHALL MAKE A REPORT TO LAW ENFORCEMENT.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

MENTAL HEALTH EDUCATION

IF CHARTER SCHOOL OFFERS ONE OR MORE COURSES IN HEALTH EDUCATION TO STUDENTS IN MIDDLE OR HIGH SCHOOL, CHARTER SCHOOL SHALL INCLUDE IN THOSE COURSES INSTRUCTION IN MENTAL HEALTH THAT MEETS THE REQUIREMENTS OF EDUCATION CODE SECTION 51925, ET SEQ.

MENTAL HEALTH INFORMATION

CHARTER SCHOOL SHALL CREATE AND POST A POSTER AT THE SCHOOLSITE IDENTIFYING APPROACHES AND RESOURCES ADDRESSING STUDENT MENTAL HEALTH IN COMPLIANCE WITH EDUCATION CODE SECTION 49428.5. THE POSTER SHALL BE DISPLAYED IN ENGLISH AND ANY PRIMARY LANGUAGE SPOKEN BY 15 PERCENT OR MORE OF STUDENTS ENROLLED AT THE SCHOOLSITE AS DETERMINED PURSUANT TO EDUCATION CODE SECTION 48985. THE POSTER SHALL BE PROMINENTLY AND CONSPICUOUSLY DISPLAYED IN APPROPRIATE PUBLIC AREAS THAT ARE ACCESSIBLE TO, AND COMMONLY FREQUENTED BY, STUDENTS AT THE SCHOOLSITE. THE POSTER SHALL ALSO BE DIGITIZED AND DISTRIBUTED ONLINE TO STUDENTS THROUGH SOCIAL MEDIA, INTERNET WEBSITES, PORTALS, AND LEARNING PLATFORMS AT THE BEGINNING OF EACH SCHOOL YEAR.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

PURSUANT TO EDUCATION CODE SECTION 49392, AT THE BEGINNING OF THE FIRST SEMESTER OF EACH SCHOOL YEAR, CHARTER SCHOOL SHALL DISTRIBUTE A NOTICE TO THE PARENTS/GUARDIANS OF EACH STUDENT ADDRESSING

CALIFORNIA'S CHILD GUN ACCESS PREVENTION LAWS AND LAWS RELATED TO FIREARM SAFETY UTILIZING THE MOST UPDATED MODEL LANGUAGE PUBLISHED BY THE CALIFORNIA DEPARTMENT OF EDUCATION.

SUICIDE PREVENTION POLICY

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

ALL GENDER RESTROOMS

PURSUANT TO EDUCATION CODE SECTION 35292.5, ON OR BEFORE JULY 1, 2026, CHARTER SCHOOL SHALL PROVIDE AND MAINTAIN AT LEAST ONE ALL-GENDER RESTROOM FOR VOLUNTARY STUDENT USE AT EACH OF ITS SCHOOLSITES THAT HAS MORE THAN ONE FEMALE RESTROOM AND MORE THAN ONE MALE RESTROOM DESIGNATED EXCLUSIVELY FOR STUDENT USE. THE RESTROOM SHALL HAVE SIGNAGE IDENTIFYING THE BATHROOM AS BEING OPEN TO ALL GENDERS, IT SHALL REMAIN UNLOCKED, UNOBSTRUCTED, AND EASILY ACCESSIBLE BY ANY STUDENT, AND BE AVAILABLE DURING SCHOOL HOURS AND SCHOOL FUNCTIONS WHEN STUDENTS ARE PRESENT. CHARTER SCHOOL SHALL DESIGNATE A STAFF MEMBER TO SERVE AS A POINT OF CONTACT AND TO POST A NOTICE REGARDING THESE REQUIREMENTS.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

RECESS

EXCEPT WHERE A FIELD TRIP OR OTHER EDUCATIONAL PROGRAM IS TAKING PLACE, IF THE CHARTER SCHOOL PROVIDES RECESS, TO THE EXTENT REQUIRED BY EDUCATION CODE SECTION 49056, CHARTER SCHOOL SHALL PROVIDE SUPERVISED AND UNSTRUCTURED RECESS, DISTINCT FROM PHYSICAL EDUCATION COURSES AND MEALTIMES, FOR AT LEAST 30 MINUTES ON REGULAR INSTRUCTIONAL DAYS AND AT LEAST 15 MINUTES ON EARLY RELEASE DAYS. CHARTER SCHOOL SHALL NOT RESTRICT A STUDENT'S RECESS UNLESS THERE IS AN IMMEDIATE THREAT TO THE PHYSICAL SAFETY OF THE STUDENT OR ONE OR MORE OF THEIR PEERS.

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

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

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

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

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

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

COURT-ORDERED INTEGRATION

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

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

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

RECRUITMENT METHODS

Recruitment materials are prepared in both English and Spanish to effectively communicate the mission and educational program of Equitas Academy #2 to a wider audience. In addition, an outreach plan has been developed and is updated annually, including marketing materials delivered to homes in the targeted community, and presentations and flyer distribution at community meetings and events. The bilingual marketing materials have information on the Equitas Academy #2 school website and phone number for additional information. In addition, information sessions at local community centers, and after school programs ensure parents residing in the targeted neighborhood are informed about the start of school of Equitas Academy #2. As needed, the Charter School also recruits students using the newspaper, online, and radio ads, website and mailings. Specific student recruitment efforts may include, but are not limited to (and not all may be utilized in any given year):

1. Self-Purchased Social Media Marketing (Year-Round)– e.g., Facebook, Instagram	8. Feeder School Partnerships (Year-Round) – e.g., Head Start programs; local public schools and early education programs.
2. Organic Social Media Content (Year-Round) e.g., Facebook, Instagram	9. Referral Campaigns (Year-Round)
3. Agency Paid Digital Marketing (Year-Round) – e.g., Google SEO, Schoola	10. E-Marketing/E-Mail Campaigns (October-February)
4. Canvassing (October-February) – e.g., Pico-Union, MacArthur Park, Westlake, and Koreatown.	11. Direct Mail (October-February)
5. Tabling (October-February) – e.g., Pico-Union Library; Pico-Union Project, Salvation Army Red Shield, Central City Neighborhood Partners; local parks and recreation centers	12. Earned Media Opportunities (October-February)
6. Phone Banking (October-February)	13. Community-Based Physical Ads (October-February)
7. School-Based Events (Year Round)	

To maintain the enrollment goals, the leadership team recruits students residing in the targeted Pico-Union neighborhood. Because of the high population of the Spanish speakers in this area, outreach efforts are conducted in both English and Spanish. Equitas Academy #2’s geographically targeted outreach and bilingual recruitment materials, as described in the recruitment strategies above, will ensure diverse students and their families will learn about our Charter School and can consider attending Equitas Academy #2, and will ensure that the Charter School can work towards achieving and maintaining the District’s established 60:40 ratio of racial and ethnic balance goal. We will also communicate widely the support and services offered for English Learners and students with Individualized Education Plans to achieve and maintain the LAUSD’s special education population percentages, and the LAUSD’s English learner population percentages, including redesignated fluent English proficient pupils.

How Equitas Academy #2’s Plan Will Achieve LAUSD’s Racial and Ethnic Balance Goals, Special Education Percentages, and English Learner Percentages

Prior to each lottery season, Equitas Academy #2 will develop a recruitment plan in collaboration with the school operations team, school administrators, network office operations team, and community members. The network office operations team will provide the Charter School with current racial and ethnic data, along with data of their population of special education and English Learner students, including redesignated fluent English proficient students. This data will guide the recruitment plan for the following year to help the Charter School achieve the District’s racial and ethnic balance goals and a population of special education and English Learner (including

redesignated fluent English proficient) students, in line with the population of the neighborhood and the population percentages of the District, as feasible. Collateral used for recruitment and enrollment packets will be distributed in English and Spanish to assist families of English Learner students during the enrollment process. Recruitment collateral, along with school websites, will highlight special education and English Learner intervention programs offered at the school to encourage families to enroll. Equitas Academy #2 commits to having a representative available to speak with Spanish only families and give information to families inquiring about special education and English Learner intervention programs.

Element 8 – Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students aged 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the

number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission

Equitas Academy #2 will actively recruit a diverse student population for its programs. All interested students, including but not limited to students residing in Pico-Union and throughout Los Angeles, will be encouraged to apply.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Parents and students are informed that volunteering is not a requirement for admission or continued enrollment via the Parent-Student Handbook, which is distributed annually as part of the enrollment packet and materials provided to families, and which is posted throughout the year on Equitas Academy #2's website.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice on its Transparency/Additional Resources Page (<https://www.equitasacademy.org/transparency>) developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents (i) when a parent, guardian, or pupil inquires about enrollment; (ii) before conducting an enrollment lottery; and (iii) before disenrollment of a student.

Student Recruitment

Equitas Academy #2 focuses on recruitment of diverse populations by implementing a strong public relations push to help make the local communities aware of the school and the program it offers via targeted direct mailings, presence at community events, hosting events for community organizations, word of mouth, social media, etc. We target our social media ads, direct mailings, and canvassing in areas with higher percentages of minorities, and English Learners. Recruitment materials are bilingual, and clearly indicate that Equitas Academy #2 welcomes students who are socio-economically disadvantaged and students with disabilities.

Equitas Academy #2 will recruit fifth grade through eighth grade students as vacancies become available from within and outside of the District. The Charter School has established an annual recruiting and admission cycle, which includes reasonable time for all the following:

- Outreach and marketing
- Orientation sessions for parents and students
- An admission application period
- An admission lottery if necessary

- Enrollment⁷

Equitas Academy #2 may fill openings available after this process using a waiting list. Prospective students and their parents or guardians are briefed regarding the school’s instructional and operational philosophy and are informed of the Charter School’s student related policies at an optional intake orientation, to which parents are invited via email, telephone calls, text messages (e.g., ParentSquare), flyers, and/or enrollment platforms (e.g., SchoolMint) and are highly encouraged to attend the optional orientations and information sessions. Students and parents are strongly urged to carefully consider the nature of the program, attendance and curriculum requirements prior to applying. If, following the lottery, there is not an open seat in the student’s grade within the desired program, the student will be placed on the Charter School’s waiting list.

Application Process and Timeline for Application

Equitas Academy #2 uses an application process for students interested in enrolling in the Charter School. Lottery Applications are posted on the school website and/or are available in the school office. Parents/legal guardians must complete and sign the application form for the year that they wish to apply and return the form to the school office. Applications for admission are made available in accord with the enrollment schedule established by the Charter School, which is posted on the school website. Lottery applications for enrollment will be accepted during a publicly advertised open enrollment period, generally from the beginning of October to the end of February. An explanation of the enrollment process and the rules to be followed during the lottery will be available on our website. The process is also verbally explained to any families who contact the school, and is made available as in Spanish, and is explained in further detail on the school website. If an applicant does not have access to internet or needs assistance with the application process, they can visit our school to have an office staff member assist them in filling out an application online.

Once an application is received, the office will notify the parent to share next steps. Equitas Academy #2 holds open houses and other events throughout the school year, including each spring, to educate interested parents about Equitas Academy #2’s education model and program offerings. The enrollment schedule is as follows:

Grade Levels	Application Deadline for Lottery	Lottery
5-8	Rolling (October-February)	1 st Week in March

Public Random Drawing

If the number of applications for admission in any grade exceeds the capacity of the Charter School for that grade, the spaces in that grade will be filled by a public random drawing (i.e., lottery). Applicants who are not enrolled in the program will be placed on a numbered waiting list. The public random drawing will be completed by grade by electronic means (e.g., SchoolMint),

⁷ The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before admission. The records may be requested as part of the enrollment process.

and the drawing will be held in a public forum, at one or more of the Equitas Academy Charter Schools, Inc. school locations. The public random drawing is annually held the first week of March and typically on a Monday or Friday depending on the calendar for the particular year. The drawing is held in the afternoon (e.g., 3pm). The public random drawing will be conducted in accordance with the admission policies as set forth in Education Code Section 47605(e)(2)(B). Continuing students who are currently enrolled in the Charter School do not need to reapply and are guaranteed admission (i.e., exempt from the lottery) in the following school year.

The public random drawing will be conducted with the following admission preferences given in the following order:

1. Siblings of students who are currently enrolled.
2. Children of teachers and staff (up to a cap of 10% of enrollment)
3. Pupils that reside within the LAUSD attendance area

The admission preferences are administered such that in the public random drawing, names are first drawn from admission preference #1, then once that pool is exhausted, names are drawn from admission preference #2, and so on.

Equitas Academy #2 agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). Equitas Academy #2 utilizes preferences to help achieve a more diverse student population by giving weight to students who live within LAUSD boundaries and to maximize its related demographic diversity. We are a strong advocate for the Pico-Union and surrounding communities as demonstrated by our lottery preferences.

After the public random drawing, families are notified immediately (within minutes) via SchoolMint of the lottery results. Additionally, families receive follow-up communications from Equitas Academy #2 in the immediate week (within 7 days) following the lottery to confirm lottery status and provide related information to families. Families who were pulled in the lottery will receive their official enrollment forms and will be informed of the enrollment process detailed above. Following the lottery, families have 72 hours accept their admission, and once accepted, two weeks to complete enrollment registration. Results are communicated by text message, telephone call, and e-mail. If families do not adhere to this timeline, Equitas Academy #2 follows up multiple times using the same means. If we are unable to contact the family within 1 week, they are removed from the admission list. If the number of applications to a grade does not exceed the number of spaces available in that grade there will be no drawing for that grade, and all students for that grade who have submitted a completed and signed Lottery Application Form will be accepted.

All students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. If an opening during the school year occurs, eligible students on the waitlist and their families are notified by text message, telephone call, and e-mail. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School, via its website and the Lottery Application Form, will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process prior to the lottery date.

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

Annual Audit

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School’s audit committee, composed of voted upon members of the Charter School’s Board of Directors, with support from the Chief Executive Officer and Chief Operations Officer, will select an independent auditor through a request for proposal format. The auditor will have, at a

minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Chief Executive Officer and Chief Operations Officer will be responsible for working with and providing to the independent auditor all necessary information to complete the audit and for ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Executive Officer and Chief Operations Officer, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School's Board of Directors with recommendations on how to resolve them. The Board of Directors is responsible for the operation and fiscal affairs of the Charter School including, but not limited to contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices. Additionally, the Board of Directors is responsible for approving the annual independent fiscal audit and performance report. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

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

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

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

HOMEWORK TO SUSPENDED STUDENTS

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE & STUDENT DISCIPLINE SYSTEM

Positive Learning Environment

Equitas Academy #2 adheres to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. To ensure stakeholder "buy-in," the school-wide discipline policies are developed with considerable input from school-site parents, teachers and students regarding their opinions on how to create a safe and healthy school environment. Equitas designs each Charter School to focus on a positive school climate consistent with the School Climate Bill of Rights resolution. Equitas Academy #2 will use restorative justice alternatives to suspensions to support students when behavioral missteps occur. This includes teacher conversations using Love and Logic, a method that promotes healthy teacher/student relationships and positive schoolwide discipline.

We also try to redirect behavior to a more positive end. The Equitas Academy #2 discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed regarding the discipline of a student with disabilities in full compliance and accordance with the provisions of prevailing state and federal laws and regulations.

Upon enrollment and at the beginning of each school year, Equitas Academy #2 families each receive a copy of the Parent Handbook in their Enrollment Packets and are asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the School's discipline policy. The Parent Handbook is reviewed and approved annually through the Governance Committee of the Board of Directors to comply with any regulatory requirements (including changes to the laws) and the terms of this Charter petition). In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Staff Professional Development

All Equitas Academy #2 teachers and staff will be active participants in creating the Charter School's strong culture and positive climate. Teachers are trained during professional development (in the summer pre-opening three-week sessions and in weekly "early release" professional development sessions) meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there are school-wide systems for assigning both positive and negative consequences.

Once the team is assembled each year, all staff members will participate in intensive professional development over the summer. Embedded in summer professional development is training on how to effectively implement the Charter School's schoolwide behavior systems. Equitas Academy #2 staff members will norm around expectations for students and participate in role-plays of difficult situations that can be anticipated each year. Staff members will be taught to seek out and reward positive behaviors in students and to administer consequences respectfully and

appropriately when needed. They will receive specific training in doing “bias checks” to ensure that they are treating all students fairly and not allowing their own biases about the student to impact the consequences administered. Ongoing staff professional development will be based on what data shows about students’ progress. The Charter School will regularly do data dives in all key areas, including student discipline. The Charter School’s staff will do an in-depth analysis of discipline data disaggregated by subgroup. If the Charter School’s leadership notices trends, such as a disproportional rate of detentions within a certain subgroup, they would lead the staff in identifying the cause of that trend and implementing a plan to immediately address that concern. These policies and practices are reinforced throughout the year during professional development days.

Interventions

In addition to the positive schoolwide behavior system described above, through our Multi-Tiered System of Supports program, aligned with LAUSD’s Discipline Foundation Policy and School Climate Bill of Rights, Equitas Academy #2 will utilize several behavioral interventions to promote the types of behaviors that will allow our students to be successful and to prioritize time in the classroom and instructional time. The Charter School will have a dedicated student support team that will lead efforts to support individual students’ needs and provide differentiated behavioral support for students who need it. This will include identifying the students who are in the most need of behavioral support, as exemplified by those who continue to not meet their behavior goals after a series of interventions (e.g., one-on-one consultations with the students, parent and student conferences). The student support team will implement behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents.

Equitas Academy #2 will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems, such as tutoring, regular reports to parents, and anti-bullying contracts. Additionally, the Charter School employs counselors and school psychologists to support our students’ social-emotional needs and advise our staff on how best to meet our students’ social-emotional needs as well. There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

The Charter School will explore additional partnerships that will both support students’ behavior needs in Charter School and create positive self-identities within students.

Policy

The Suspension and Expulsion Policy and Procedures have been established to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 this 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment, including but not limited to notification in the Parent-Student Handbook, of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to the Charter School activity or the Charter School attendance occurring at any time including but not limited to: a) while on the Charter School grounds; b) while going to or coming from the Charter School; c) during the lunch period, whether on or off the Charter School campus; or d) during, going to, or coming from a Charter School-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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 reasonable person to conclude that the replica is a firearm.

- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, , which includes but is not limited to electronic files and databases ,or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 5 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 8, inclusive.

- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying

the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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 reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s

academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 5 to 8, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 5 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-

quarter ounce; (E) mine; or (F) device like any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference, prior to suspension, shall be held within two (2) school days of the action giving rise to the suspension, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

For in-school suspensions, when a Principal places a scholar on In-School Suspension, the entire period of suspension will not exceed more than 5 consecutive school days per incident if the student poses no imminent danger or threat to the campus, other students or staff. In School Suspensions will not exceed 20 days in one academic year. Students who caused, attempted to cause, threatened to cause, or participated in an act of hate violence or engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel, or made terrorist threats against school officials or school property, or both are precluded by law for In-School Suspension. In addition, if an action to expel the student will be or has been initiated, an in-school suspension is not permitted in lieu of a suspension from school by principal.

When an In-School Suspension is implemented, then the following steps are followed:

1. A school staff member is required to inform the parent of the student in person or over the phone of the In-School Suspension. The school staff member will also log the date and

- time of the call and response in the Discipline or School Culture tracking system.
2. The principal will provide a copy of the In-School Suspension Notice, signed by the principal, to the student to take home and deliver to their parents whenever the student is placed under staff supervision for an In-School Suspension for any length of time.
 3. A copy of the In-School Suspension Notice will be filed in a Discipline or School Culture tracking system, and/or relevant folder of the student's cumulative file.
 4. During the duration of the In-school Suspension, a student will be assigned to a staff member to complete their actual classwork and homework for the day, or comparable assignments will be provided during the suspension period(s). When possible, the student's teachers will check in with them during their prep periods throughout the day to explain the assignments that the student is expected to complete. If a student is scheduled to complete an assessment during an In-School Suspension period or day, then staff will try to facilitate the assessment as scheduled or alert the teacher of the student's In-School Suspension, and they will ask them to reschedule the assessment for that student.
 5. A student on an In-School Suspension will be under a school staff member's supervision until the end of the school day or until the period of suspension is completed. In-School Suspensions will be facilitated in a space away from their classroom peers in another classroom, office space, or another appropriate space.

Students who receive counseling and other services, and/or IEP accommodations or modifications, will be provided those during the In-School Suspension by the appropriate staff, which, depending on the student's circumstances, may include but not be limited to a School Counselor, School Psychologist or others as determined by a student's IEP.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date and time when the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If the Principal wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Chief Executive Officer, or designee (i.e., Principal), the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and

the student's parent/guardian fail to attend the conference.

This determination will be made by the Chief Executive Officer or designee (i.e., Principal) upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Administrative Panel (to be assigned by the Chief Executive Officer) following a hearing before it upon the recommendation of the Principal. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Board of Directors, which helps to ensure its neutrality and impartiality. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the required hearing shall be held within thirty (30) school days after the Chief Executive Officer or designee (i.e., Principal) determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case,, the hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
5. The right to inspect and obtain copies of all documents to be used at the hearing;

6. The opportunity to confront and question all witnesses who testify at the hearing;
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Pal presiding over the hearing shall permit the witness to stay

unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the neutral hearing chairperson (a designated member of the Administrative Panel) shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the neutral hearing chairperson (a designated member of the Administrative Panel) from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, if a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure

of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School, including, as applicable, information about reinstatement eligibility, rehabilitation plan, and alternative educational placements during expulsion.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to LAUSD. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense(s) committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering LAUSD upon request.

L. Right to Appeal

The student shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board of Directors. Parents/guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within ten (10) days), at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Board may decide to uphold or overturn the expulsion decision. The Principal will send written notice to the student or parent/guardian of the Board's decision within five (5) school days of the appeal hearing. The Charter School Board's decision to expel shall be final.

M. Expelled Pupils/Alternative Education

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

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Chief Executive Officer or designee and the student and student's parent/guardian or representative to

determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Chief Executive Officer or designee shall make a recommendation to the Board of Directors following the meeting regarding the Chief Executive Officer or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

A student identified as an individual with disabilities or for whom the Charter 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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter 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.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Element 11 – Employee Retirement Systems

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

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

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

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

Certificated Staff Members

All eligible employees are covered by the State Teachers’ Retirement System (“STRS”). Employees contribute the required percentage, and the Charter School contributes the employer’s portion. All withholdings from employees and from the Charter School are forwarded to the STRS fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. The Charter School will continue such participation for the duration of the Charter School’s existence under the same CDS code.

Classified and/or Other Staff Members

Eligible employees may elect to participate in a 401k or 403b retirement contribution plan. Social Security payments are contributed for all qualifying employees. The Charter School Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All eligible employees are covered by the Federal Social Security program. The Chief Operations Officer is responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

Equitas Academy #2 provides eligible employees with a comprehensive health benefits package which includes medical, dental, and vision coverage.

Element 12 – Public School Attendance Alternatives

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

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

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

Equitas Academy #2 will communicate to all prospective and current parents and students on application and/or enrollment forms that Equitas Academy #2 is a charter school of choice, and parents may choose to send their children to a different school in the area

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

Director
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Sofia Roditti, Chief Executive Officer
Equitas Academy Charter Schools
1700 W. Pico Boulevard
Los Angeles, California 90015

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

NON-PROPOSITION 39 DISPUTES

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

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

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

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

Dr. Sofia Roditti, Chief Executive Officer
Equitas Academy Charter Schools
1700 W. Pico Boulevard
Los Angeles, California 90015

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration

Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students at Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports,

discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This

electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level, and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)

- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

If the Charter School closes, the Chief Executive Officer will serve as the school's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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

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

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

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

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

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying, or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any

insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder and shall attach a copy of the endorsement(s) extending such coverage.

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Equitas Academy #2 (also referred to herein as “EQ2” and “Charter School”) shall:

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

with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

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

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

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

Element 1 – The Educational Program

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

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

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California

or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and 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.

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

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include

provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

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

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

Comprehensive School Safety Plan

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

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

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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

Medication in School

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

ATHLETIC PROGRAMS

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

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

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

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

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing

California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

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

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall

provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

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

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

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

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students

and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

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

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

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

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

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

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

HOMEWORK TO SUSPENDED STUDENTS

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

Element 13 – Rights of District Employees

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

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

with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

Director

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

Dr. Sofia Roditti, Chief Executive Officer
Equitas Academy Charter Schools
1700 W. Pico Boulevard
Los Angeles, California 90015

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

NON-PROPOSITION 39 DISPUTES

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

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

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

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

Dr. Sofia Roditti, Chief Executive Officer
Equitas Academy Charter Schools
1700 W. Pico Boulevard
Los Angeles, California 90015

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

parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

Element 15 – Charter School Closure Procedures

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

REVOCAION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which

Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate

the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element

15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the

District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

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

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

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

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

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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