

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
EQUITAS ACADEMY CHARTER SCHOOL	Malka Borrego, Executive Director	mborrego@equitasacademy.org 213.201.0440

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Equitas Academy was established in Fall 2009 serving the community of Pico-Union. Since then, Equitas has earned WASC Accreditation, and was the recipient of the California Gold Ribbon School Award in 2013. Equitas Academy provides 445 students in grades TK-4 with a structured, rigorous standards-aligned curriculum that prepares all students to graduate from a 4-year college/university. Our student demographics include: 96% Hispanic, 2% African American, 1% Asian, of which 8% are Students with disabilities; 38% English Language Learners; 0.4 % Foster Youth; 0.4% Homeless; and 96% who qualify for free/reduced lunch:

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

Equitas Academy will continue to maintain its focus on:

- Strengthening intervention supports to improve student academic outcomes.
- Strengthening our focus on literacy and math instruction.

Our school will continue with our LCAP goals that align to our school’s mission, schoolwide plans including the WASC Action Plan:

- **GOAL #1: Continue to strengthen the infrastructure for ongoing analysis of data including: student achievement, performance data, and demographics to assess & measure program efficacy, and ensure maximization of human, material, physical, and financial resources.**
- **GOAL #2: Provide all students with high quality instruction through a rigorous Common Core aligned curriculum by providing relevant learning experiences that support student engagement; and supports to ensure academic success among all subgroups (EL, LI, FY, SPED).**
- **GOAL #3: Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.**

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Equitas Academy is proud of its performance on the State Indicators on the CA Dashboard:

- Suspension Rate: earned a Blue Performance Level.
- English Learner Progress: earned a Green Performance Level.
- English Language Arts: earned a Green Performance Level.
- Mathematics: earned a Green Performance Level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Equitas Academy does not have any State Indicators that meet this criteria.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Equitas Academy does not have any State Indicators that meet this criteria.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

See DIISUP section.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 6,212,136
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 3,839,942

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Expenditure not included in the LCAP include office, custodial, food and other supplies as well as most costs related to the support received from the Network Office (e.g. back office, general insurance, etc.) and some basic operations costs (e.g. utilities, copier leases, etc.).

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 4,724,322

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Continue to strengthen the infrastructure for ongoing analysis of data including: student achievement, performance data, and demographics to assess & measure program efficacy, and ensure maximization of human, material, physical, and financial resources. (Aligns w/WASC Action Plan #3)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7

Local Priorities: 1

Annual Measureable Outcomes

Expected

Actual

Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-5 (Maintain): +15 DFL3

2016-17: +41 points above DFL3

Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5 (Maintain): +10 DFL3

2016-17: +23 points above DFL3

Increase attendance rates: >97%

2016-17 ADA: 98% Outcome Met

Decrease Chronic Absenteeism rates: (1% decline annually): <2%

2016-17 Chronic Absenteeism Rate – Outcome Not Met

Expected

Actual

2016-17 CHRONIC ABSENTEEISM			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	450	12	3%
HISPANIC	433	11	3%
ENGLISH LEARNERS	212	4	2%
SOC. ECON DISADV.	425	12	3%
SPED	50	1	2%

Administer Facility Inspection Tool (FIT): Score Good or Better

2017--18 FIT Score: Exemplary – Outcome Met

% of students access to a broad course of study: PE, Art, Music & Public Speaking: 100%

2017-18: 100% of students are enrolled in PE, Art, Drama & Public Speaking

Note: Some of the “Actual” Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Longer Teacher Year & Instructional Day (Teacher Supports)</u> Equitas Academy will employ 17 Classroom Teachers who are appropriately credentialed and assigned.</p> <p>The design of the academic year and professional development supports the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 95% Hispanic/Latino with an average of 95% of students qualifying for free or reduced-price meals, and an average of 20% of scholars are English Learners.</p> <p>To begin planning for the year, teachers report in August for professional development. The paid professional development days before, during, and after the school year ensure our teachers receive training and development necessary to support the critical</p>	<p><u>Longer Teacher Year & Instructional Day (Teacher Supports)</u> Equitas Academy employed 17 Classroom Teachers who were appropriately credentialed and assigned.</p> <p>The design of the academic year and professional development supported the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 95% Hispanic/Latino with an average of 95% of students qualifying for free or reduced-price meals, and an average of 20% of scholars are English Learners.</p> <p>To begin planning for the year, teachers reported in August for professional development. The paid professional development days before, during, and after the school year ensure our teachers received training and development necessary to support the critical</p>	<p>\$227,005 \$58,862 \$737,183 \$191,151</p> <p>LCFF S&C LCFF S&C LCFF Base LCFF Base</p> <p>1000-1999 Certificated Salaries 3000-3999 Employee Benefits 1000-1999 Certificated Salaries 3000-3999 Employee Benefits</p>	<p>\$226,593 \$58,756 \$719,342 \$186,525</p> <p>LCFF S&C LCFF S&C LCFF Base LCFF Base</p> <p>1000-1999 Certificated Salaries 3000-3999 Employee Benefits 1000-1999 Certificated Salaries 3000-3999 Employee Benefits</p>

Planned
Actions/Services

interventions necessary to create the excellent instructional practice to support our scholars learning. School wide goals are developed in the summer with a scope and sequence in collaboration with other Equitas Academies. Teachers who are new to the profession meet with their Instructional Coach on a weekly basis; while experienced teachers meet biweekly or more often as needed.

With the implementation of the Common Core State Standards, our professional development has focused on implementing a 'workshop model' throughout every classroom across all Equitas schools, using Lucy Calkins, model for teaching literacy skills (reading and writing). Calkins has written over 10 books on strategies for teaching reading and writing, and is a Professor of Curriculum and Teaching and the Founding Director of the Teachers College Reading and Writing Project, at Columbia University. Our teachers has received extensive training on Calkins model, and is collaborating with our teachers to ensure vertical alignment across all Equitas campuses (TK-8), with specifically designed templates through an in-house professional development

Actual
Actions/Services

interventions necessary to create the excellent instructional practice to support our scholars learning. School wide goals were developed in the summer with a scope and sequence in collaboration with other Equitas Academies. Teachers who were new to the profession met with their Instructional Coach on a weekly basis; while experienced teachers met biweekly or more often as needed.

With the implementation of the Common Core State Standards, our professional development shifted to adoption of the Achievement First Open-Source Curriculum. Achievement First provided a unit overview for each core subject area, including a scope and sequence and pacing guide. Teachers were provided with the curriculum as units, and were given time each week to conduct "Intellectual Preparation;" that is, intentional review of each day's lesson plan with a focus for "unpacking" the learning in preparation for instructional delivery.

Professional development for all teachers took place during the academic year, as follows:

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>program.</p> <p>Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Provide 20-days of Summer Professional Development for all teachers. • Provide 6 days of Professional Development on non-instructional days. • Provide weekly Professional Development for 2 hours (Fridays). • Provide weekly staff collaboration time for lesson planning by grade level/subject. <p>Our direct-instruction program is geared to all literacy learners, especially EL students. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still</p>	<ul style="list-style-type: none"> • Provided 20-days of Summer Professional Development for all teachers. • Provided 6 days of Professional Development on non-instructional days. • Provided weekly Professional Development for 2 hours (Fridays). • Provided weekly staff collaboration time for lesson planning by grade level/subject. <p>Our direct-instructional program was geared to all literacy learners, especially EL students. Teachers used modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers were mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Teachers work with students through daily reading, writing, and discussion</p>		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Teachers work with students through daily reading, writing, and discussion activities to determine each student's literacy habits and skills. Three relevant themes also guide the school's English Learner support system: (1) the critical role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

Because teachers share instruction (different teachers for different subjects) for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all teachers work together to meet the needs of every student. All grade level teachers plan together and deliver the same lesson plans. We divide the students into smaller groups based on flexible-ability reading groups, which rotate among the

activities to determine each student's literacy habits and skills. Three relevant themes also guide the school's English Learner support system: (1) the critical role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

Because teachers share instruction (different teachers for different subjects) for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all teachers collaborate to meet the needs of every student. All grade level teachers plan together and deliver the same lesson plans. We divide the students into smaller groups based on flexible-ability reading groups, which rotate among the teachers. This enables our teachers to focus their efforts on a specific skill set or strategy with small groups, and enables students to receive targeted instruction based on their needs via a

Planned
Actions/Services

teachers. This enables our teachers to focus their efforts on a specific skill set or strategy with small groups, and enables students to receive targeted instruction based on their needs via a Daily RTI Block for 20-60 minutes.

Actual
Actions/Services

Daily RTI Block for 20-60 minutes.

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u> In addition, to state-mandated assessments (CAASPP ELA & Math: Grades 3-4, CELDT: Initial only, ELPAC: ELL scholars only), Equitas Academy staff will implement multiple types of assessments in order to monitor each scholar's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • Fountas & Pinnell Reading assessments • NWEA MAP ELA & Math Assessments: 3 times/year • Interim Performance Tasks • Writing Assessments 	<p><u>ASSESSMENTS</u> In addition, to state-mandated assessments (CAASPP ELA & Math: Grades 3-4, CELDT: Initial only, ELPAC: ELL scholars only), Equitas Academy staff implemented multiple types of assessments in order to monitor each scholar's: academic progress; identified their strengths and needs in order to modify instruction; and identified the type of academic intervention needed.</p> <ul style="list-style-type: none"> • Fountas & Pinnell Reading assessments • NWEA MAP ELA & Math Assessments: 3 times/year • Interim Performance Tasks • Writing Assessments 	<p>\$1,200 \$7,800 \$3,000</p> <p>LCFF S&C</p> <p>4000-4999 Student Supplies; Fountas & Pinnell 4000-4999 Student Supplies; NWEA 4000-4999 Student Supplies, Illuminate Assessments</p>	<p>\$1,033 \$6,968 \$3,000</p> <p>LCFF S&C</p> <p>4000-4999 Student Supplies; Fountas & Pinnell 4000-4999 Student Supplies; NWEA 5000-5999 Operating Services, Illuminate Assessments</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ACADEMIC INTERVENTIONS</u> To support Equitas Academy’s program of academic interventions, our team includes a Chief Academic Officer (network position), a Dean of Instruction, and seven Instructional Assistants. The School Director also supports academic interventions.</p> <p>The following outlines how Equitas Academy assesses scholars for intervention and a description of the types of intervention strategies that we will implement. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas are designed to address the needs of this population.</p> <ol style="list-style-type: none"> Administer diagnostic assessments that are grade/age appropriate using F&P Reading & Writing Assessment. Administer NWEA MAP Assessments in ELA & Math 3 times/year. 	<p><u>ACADEMIC INTERVENTIONS</u> To support Equitas Academy’s program of academic interventions, our team included a Chief Academic Officer (network position), a Dean of Instruction, Reading Interventionist, and (7) Instructional Assistants. The School Director also supports academic interventions.</p> <p>The following outlines how Equitas Academy assessed scholars for intervention and a description of the types of intervention strategies that were implemented. Using our data driven instructional program, our school scaled up the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas were designed to address the needs of this population.</p> <ol style="list-style-type: none"> Administered diagnostic assessments that were grade/age appropriate using F&P Reading & Writing Assessment. Administered NWEA MAP 	<p>\$69,891 \$75,000 \$49,752 \$95,000</p> <p>LCFF S&C LCFF Base</p> <p>7311 – Network Fee (CAO) 3000-3999 Employee Benefits 1000-1999 Certificated Salaries; Dean of Instruction 1000-1999 Certificated Salaries (School Director)</p>	<p>\$74,824 \$75,000 \$49,752 \$95,629</p> <p>LCFF S&C LCFF Base</p> <p>7311 – Network Fee (CAO) 3000-3999 Employee Benefits 1000-1999 Certificated Salaries; Dean of Instruction 1000-1999 Certificated Salaries (School Director)</p> <p>\$27,192, LCFF S&C, 1000-1999 Certificated Salaries; Reading Interventionist \$5,438, LCFF S&C, 3000-3999 Employee</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3. Administer internally created standards-based assessment in all core subjects at all grade levels to ensure that students are meeting or exceeding California standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, allow us to make the necessary adjustments as immediately as possible to ensure that our students are acquiring the skills outlined in the California Content Standards.</p> <p>4. Based on an analysis of data, place students in flexible grouping (low, mid, high) using Internal assessment findings.</p> <p>5. Teachers then meet with the School Director and Chief Academic Officer during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days are</p>	<p>Assessments in ELA & Math 3 times/year.</p> <p>3. Administered Achievement First assessments in all core subjects for all grade levels to ensure that students were meeting or exceeding California standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, allowed us to make the necessary adjustments as immediately as possible to ensure that our students were acquiring the skills outlined in the California Content Standards and used to inform instruction. .</p> <p>4. Based on an analysis of data, teachers placed students in flexible grouping (low, mid, high) using Internal assessment findings.</p> <p>5. Teachers then met with the School Director and Chief Academic Officer during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyzed the data and created an</p>		<p>Benefits, Reading Interventionist</p> <p>\$169,314, Title I, 2000-2999 Classified Salaries, Instructional Aides</p> <p>\$35,048, Title I, 3000-3999 Employee Benefits, Instructional Aides</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>facilitated by the Chief Academic Officer to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning. Provide additional support and intervention including: after-school tutoring, and differentiated instruction in the classroom.</p> <p>6. In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student for evaluation of a suspected disability.</p> <p>7. Additional academic support by a credentialed teacher and/or an instructional assistant under the supervision of the Director of Instruction. A total of 5 Instructional Assistants will provide push-in/pullout academic support and intervention. The Dean of Instruction will provide Instructional Assistants and entire teaching staff with Professional Development on Intervention strategies, effective</p>	<p>action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days were facilitated by the Chief Academic Officer to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning. Provided additional support and intervention including: after-school tutoring, and differentiated instruction in the classroom.</p> <p>6. In the event that struggling students failed to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may have decided to refer the student for evaluation of a suspected disability.</p> <p>7. Additional academic support by a credentialed teacher and/or an instructional assistant under the supervision of the Dean of Instruction. A total of 5 Instructional Assistants provided push-in/pullout academic support and intervention. The Dean of Instruction provided</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>instructional strategies for ELL, and differentiation.</p> <p>8. Small group instruction during classroom instruction by the classroom teacher and/or Instructional Assistants/Dean of Instruction.</p> <p>9. Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.</p>	<p>Instructional Assistants and entire teaching staff with Professional Development on Intervention strategies, effective instructional strategies for ELL, and differentiation.</p> <p>8. Small group instruction was provided during classroom instruction by the classroom teacher and/or Instructional Assistants/Dean of Instruction.</p> <p>9. Daily RTI Block for 20-60 minutes: served as additional academic support in ELA/Math facilitated by classroom teachers.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>AFTER SCHOOL PROGRAM</u> Equitas Academy provides an after school academic and social enrichment program led/facilitated by the following staff:</p> <ul style="list-style-type: none"> • ASP Site Coordinator • ASP Assistant Site Coordinator • After School Program Leaders 	<p><u>AFTER SCHOOL PROGRAM</u> Equitas Academy provided an after school academic and social enrichment program led/facilitated by the following staff:</p> <ul style="list-style-type: none"> • Expanded Learning Site Coordinator • Expanded Learning Assistant Site Coordinator • Expanded Learning Program Leaders 	<p>\$78,928 \$71,452 \$33,572 \$38,078</p> <p>ASES Local Revenues LCFF S&C LCFF S&C</p> <p>2000-2999 Classified Salaries; ASP Staff 2000-2999 Classified Salaries; ASP Staff 2000-2999 Classified Salaries; ASP Staff 3000-3999 Employee Benefits; ASP Staff</p>	<p>\$92,866 \$52,199 \$29,984 \$36,219</p> <p>ASES Local Revenues LCFF S&C LCFF S&C</p> <p>2000-2999 Classified Salaries; ASP Staff 2000-2999 Classified Salaries; ASP Staff 2000-2999 Classified Salaries; ASP Staff 3000-3999 Employee Benefits; ASP Staff</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SPECIAL EDUCATION PROGRAM</u></p> <p>Equitas is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas Academy’s SPED Team provides instructional and social-emotional supports as outlined in the scholar’s IEP:</p> <ul style="list-style-type: none"> • 2 RSP Teachers • 1 Psychologist • Contract out for: <ul style="list-style-type: none"> • Speech Pathologist • Occupational Therapist 	<p><u>SPECIAL EDUCATION PROGRAM</u></p> <p>Equitas was designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas Academy’s SPED Team provided instructional and social-emotional supports as outlined in the scholar’s IEP. Our school employed:</p> <ul style="list-style-type: none"> • 2 RSP Teachers • 1 Psychologist • Contract out for: <ul style="list-style-type: none"> • Speech Pathologist • Occupational Therapist 	<p>\$83,492</p> <p>\$57,471</p> <p>\$36,522</p> <p>\$155,000</p> <p>Other Federal Funds</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>1000-1999 Certificated Salaries; RSP, School Psych</p> <p>1000-1999 Certificated Salaries; RSP, School Psych</p> <p>3000-3999 Employee Benefits; RSP, School Psych</p> <p>5000-5999 Services and Operations; Contracted SPED Services</p>	<p>\$83,620</p> <p>\$18,380</p> <p>\$26,449</p> <p>\$204,000</p> <p>Other Federal Funds</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>1000-1999 Certificated Salaries; RSP, School Psych</p> <p>1000-1999 Certificated Salaries; RSP, School Psych</p> <p>3000-3999 Employee Benefits; RSP, School Psych</p> <p>5000-5999 Services and Operations; Contracted SPED Services</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SOCIAL-EMOTIONAL SUPPORTS</u> The Equitas Academy curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in school, college and the world. This curriculum guides all students with the life skills necessary to create self-motivated, competent, and lifelong learners. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs.</p> <p>Established curriculum such as Second Step and Morning Meetings are used along with developmentally appropriate texts that highlight and teach our school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student. We believe that ethics are important in creating civic individuals. Ethics combined with perseverance help</p>	<p><u>SOCIAL-EMOTIONAL SUPPORTS</u> The Equitas Academy curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in school, college and the world. This curriculum guides all students with the life skills necessary to create self-motivated, competent, and lifelong learners. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs.</p> <p>Established curriculum such as Second Step and Morning Meetings were used along with developmentally appropriate texts that highlighted and taught our school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values were the basis of a school culture that provided a safe and productive environment necessary for the academic, social, and emotional growth of every student. We believe that ethics are important in creating civic individuals. Ethics combined with</p>	<p>\$65,000 \$205,050 \$70,024</p> <p>LCFF S&C</p> <p>1000-1999 Certificated Salaries; Dean 2000-2999 Classified Salaries; Enrichment Teachers</p>	<p>\$61,654 \$155,851 \$56,399</p> <p>LCFF S&C</p> <p>1000-1999 Certificated Salaries; Dean 2000-2999 Classified Salaries; Enrichment Teachers</p>

Planned
Actions/Services

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

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

Morning Meetings: Each day it is important for the Equitas staff to convey the urgency and excitement of learning. The tone of the day is set with the first interaction. Every morning, the leadership team, along with teachers, greets students with a morning handshake.

Actual
Actions/Services

perseverance help students to successfully confronted the challenges they will face as they grow and mature and to avoid self-destructive behaviors and situations they may face as adolescents and young adults.

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

Morning Meetings: Each day it is important for the Equitas staff to convey the urgency and excitement of learning. The tone of the day is set with the first interaction. Every morning, the leadership team, along with teachers, greets students with a morning handshake.

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned
Actions/Services

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

Structured Break Time: In addition to the morning and weekly rituals to build community, each break time for the primary students is organized to allow students authentic experiences for practicing the school's core values. Teachers role-play and lead lessons on teamwork, cooperation, and compassion during morning meeting and throughout the character education lessons.

Enrichment Courses: Students benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in socioeconomic imbalanced

Actual
Actions/Services

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

Structured Break Time: In addition to the morning and weekly rituals to build community, each break time for the primary students is organized to allow students authentic experiences for practicing the school's core values. Teachers role-play and lead lessons on teamwork, cooperation, and compassion during morning meeting and throughout the character education lessons.

Enrichment Courses: Students benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>communities, including those with high levels of poverty and refugee and English Language Learners, by promoting creativity, self-confidence, and school pride. The arts promote higher analytical thinking and reasoning and student voice especially when integrated with core subjects. Equitas Academy will employ 4 Enrichment Instructors and a Dean of Enrichment who will provide training, supervision and scheduling.</p> <p>Course Access: PE, Art, Music & Public Speaking</p>	<p>socioeconomic imbalanced communities, including those with high levels of poverty and refugee and English Language Learners, by promoting creativity, self-confidence, and school pride. The arts promote higher analytical thinking and reasoning and student voice especially when integrated with core subjects. Equitas Academy will employ 4 Enrichment Instructors and a Dean of Enrichment who will provide training, supervision and scheduling.</p> <p>Course Access: PE, Art, Drama & Public Speaking</p>		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school site. 2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services. 3. Director of Operations (network position) will complete an annual Facility Inspection Tool (FIT); and make all necessary improvements as required. 	<p><u>FACILITIES</u> The following actions and services were required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school site. 2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services. 3. Director of Operations (network position) completed an annual Facility Inspection Tool (FIT); and made all necessary improvements as required. 	<p>\$324,705 \$149,549 \$75,921 \$15,716</p> <p>Other State Revenue LCFF Base LCFF Base LCFF Base</p> <p>5000-5990 Operating Services; Rent 5000-5990 Operating Services; Rent 2000-2999 Classified Salaries; Housekeeping Staff 3000-3999 Employee Benefits; Housekeeping Staff</p>	<p>\$324,705 \$149,549 \$77,708 \$16,086</p> <p>Other State Revenue LCFF Base LCFF Base LCFF Base</p> <p>5000-5990 Operating Services; Rent 5000-5990 Operating Services; Rent 2000-2999 Classified Salaries; Housekeeping Staff 3000-3999 Employee Benefits; Housekeeping Staff</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services for Goal #1 were implemented with fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services were highly effective to achieve the goal. This school year, Equitas shifted from Lucy Calkins Reader's & Writer's workshop to Achievement First standards-aligned curriculum for all disciplines.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to a vacant Special Education RSP position, less was spent on salaries and more was spent on contracted services. Estimated Actual Expenditures include the Reading Interventionist, who was not included in the LCAP budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actions/services will be modified to disaggregate a school's base program funded under LCFF Base Funds; and staffing principally directed towards unduplicated students funded with LCFF S&C Funds.

Goal 2

Continue to provide all scholars with high quality instruction through a rigorous Common Core aligned curriculum by providing relevant learning experiences that support scholar engagement; and supports to ensure academic success among all subgroups (EL, LI, FY, SPED). (Aligns w/WASC Action Plan #1,2,4,5)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Annual Measureable Outcomes

Expected

Actual

% of students that will have access to standards-aligned instructional materials: 100%

2017-18: 100% - Outcome Met

Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.

ELA	4
ELD	3
MATH	4
NGSS	3
HISTORY	3

% of teachers who are appropriately credentialed and assigned: 100%

2017-18: 100% - Outcome Met

% of EL who progress in English Proficiency as measured by CELDT or equivalent.

2017-18: 52% - Outcome Not Met

Expected

Actual

Increase English Learner reclassification rate:

2017-18 RFEP: 27% -

Note: Some of the “Actual” Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Standards • CCSS Math • Next Generation Science Standards (NGSS) • Eureka Math Curriculum • Analyzing data • Lesson Planning • Reviewing scholar work • Fine tuning Lucy Calkins Writer’s Workshop] • How to improve instructional practice • Lemov, Teach Like a Champion • Academic Interventions • Differentiation & Scaffolding 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff was provided with appropriate and targeted, research-based professional development. The focus this year was on the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Standards • CCSS Math • Next Generation Science Standards (NGSS) • Achievement First Math Curriculum • Analyzing data • Lesson Planning • Reviewing scholar work] • How to improve instructional practice • Lemov, Teach Like a Champion • Academic Interventions • Differentiation & Scaffolding Instruction • SST/RTI 	<p>\$10,000</p> <p>LCFF S/C</p> <p>5000-5999 Operating Services; Contracted PD</p>	<p>\$21,173</p> <p>LCFF S/C</p> <p>5000-5999 Operating Services; Standards Institute, RELAY, LENS</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instruction</p> <ul style="list-style-type: none"> • SST/RTI • Mindfulness <p>2. Members of our teaching staff and/or Leadership team plan to attend professional development conferences such as the BES LENS program</p>	<p>2. Members of our teaching staff and/or Leadership team attended professional development conferences such as the BES LENS program:</p> <ul style="list-style-type: none"> • Relay Training (Uncommon Schools) – observation and feedback • Standards Institute: CCSS • 2 LENS: Instructional Coaching • San Jose School Visit 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ELD PROGRAM</u></p> <p>Equitas Academy will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The School Director and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.</p>	<p><u>ELD PROGRAM</u></p> <p>Equitas Academy reviewed and revised its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. EL students received 20-25 minutes of Designated ELD 4 times /week. The school’s Dean administered the CELDT, and ELPAC. The School Director and teachers reviewed, analyzed and closely monitored the academic progress of all ELL using multiple forms of data from assessments to assess for academic growth in ELA and math.</p>	<p>\$1,000</p> <p>LCFF S&C</p> <p>1000-1999 Certificated Salaries; CELDT Stipend</p>	<p>\$1,000</p> <p>LCFF S&C</p> <p>1000-1999 Certificated Salaries; CELDT Stipend</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CURRICULUM</u> Every scholar has access to standards-aligned curriculum. Equitas Academy will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Eureka Math • Leveled Libraries • Subscription to Lexia Learning • Writers Workshop • Read, Set, Core • Subscription to CGI Math • Expository Texts • Mindfulness Curriculum • LLI 	<p><u>CURRICULUM</u> Every scholar has access to standards-aligned curriculum. Equitas Academy purchased the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • FOSS Kits • Leveled Libraries • Subscription to Lexia Learning • Core texts for the Achievement First Curriculum • LLI • Brain Pop • Dream Box 	<p>\$40,000</p> <p>LCFF S/C</p> <p>4000-4999 Student Supplies; Supplemental Curriculum</p>	<p>\$104,248</p> <p>LCFF S/C</p> <p>4000-4999 Student Supplies; Supplemental Curriculum</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u> In order to provide all scholars with access to digital media, our school will implement the following:</p> <ol style="list-style-type: none"> 1. Purchase the following technology devices: 25 Chromebooks 2. The IT Specialist will also develop an annual needs assessment for future purchases and upgrades; provide tech support and installation/maintenance of all technology devices. 	<p><u>TECHNOLOGY</u> In order to provide all scholars with access to digital media, our school implemented the following:</p> <ol style="list-style-type: none"> 1. Purchased the following technology devices: 35 Chromebooks 2. The IT Specialist also developed an annual needs assessment for future purchases and upgrades; provided onsite tech support and installation/maintenance of all technology devices. 	<ol style="list-style-type: none"> 1. \$7,000 2. \$34,499 <p>1-2. LCFF Base</p> <ol style="list-style-type: none"> 1. 4000-4999 Student Supplies; Chromebooks 2. 7311 – Network Fee (IT Specialist) 	<ol style="list-style-type: none"> 1. \$11,458 2. \$34,499 <p>1-2. LCFF Base</p> <ol style="list-style-type: none"> 1. 4000-4999 Student Supplies; Chromebooks 2. 7311 – Network Fee (IT Specialist)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOLAR ENGAGEMENT</u> In order to provide scholars with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ol style="list-style-type: none"> Extend scholar learning opportunities beyond the classroom through field trips aligned to the content standards that include: <ul style="list-style-type: none"> Natural History Museum Los Angeles Zoo La Brea Tar Pitts California Science Center 826 LA Los Angeles Science Center/3D IMAX Cabrillo Marine Aquarium Grammy Museum Colleges/Universities: LMU, USC, CSUDH, Occidental College, Chapman University As part of our school’s college-going culture, all scholars will visit 2 colleges-universities. Provide scholars with leadership opportunities through the option of 	<p><u>SCHOLAR ENGAGEMENT</u> In order to provide scholars with relevant learning experiences outside of the classroom, our school provided the following:</p> <ol style="list-style-type: none"> Extended scholar learning opportunities beyond the classroom through field trips aligned to the content standards that include: <ul style="list-style-type: none"> Natural History Museum La Brea Tar Pitts California Science Center 826 LA Los Angeles Science Center/3D IMAX Cabrillo Marine Aquarium Grammy Museum Colleges/Universities: LMU, CSUN, UCLA, CSUDH, Occidental College, Chapman University See #1 above. Scholars did not participate in competitions this school year. Provided scholars with access to 	<p>\$12,000</p> <p>LCFF S&C</p> <p>5000-5999 -Operating Services; Field Trips</p>	<p>\$5,000</p> <p>LCFF S&C</p> <p>5000-5999 -Operating Services; Field Trips</p> <p>\$6,644</p> <p>ASES</p> <p>5000-5999 -Operating Services; Field Trips</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>participating in competitions such as Public Speaking local competition.</p> <p>4. Provide scholars with access to after-school academic/social enrichment program.</p>	<p>after-school academic/social enrichment program. See Goal 1, Action 4.</p>		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services for Goal #2 were implemented with fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This year was the initial year of Achievement First implementation and although teachers received professional development, coaching, observation and feedback. Our school will continue with professional development to support our teachers with the implementation of Achievement First curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were more PD expenses than originally planned and Equitas purchases 10 more Chromebooks than previously planned. Additionally, Equitas spent considerably more on supplemental curriculum with the investment in Achievement First curriculum.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Minor changes will be made to the actions/services based on stakeholder input, and findings from assessment data (student results). Modifications to the chronic absenteeism rate will also be made as a result of the 2016-17 chronic absenteeism rates.

Goal 3

Engage parents, families and community members as partners through education, communication and collaboration in order to provide all scholars with a safe, welcoming and inclusive, and positive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Annual Measureable Outcomes

Expected

Actual

Parent involvement through input in decision-making via SSC, ELAC & PTC: Met

2017-18: Outcome Met

Parent involvement will include opportunities for participation in programs for unduplicated students: Met

2017-18: Outcome Met

Decrease suspension rates annually by 1%: <1%

2016-17 suspension rate: 0% - Outcome Met

2016-17 SUSPENSION			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	450	0	0%
HISPANIC	433	0	0%

Maintain expulsion rates: <1%

2016-17: expulsion rate: 0%

Increase parent participation rate on parent survey:

2017-18: 45% (202 parents)

Expected

Actual

Increase student participation rate on student survey:

2017-18: 99% (Grades 3-4)

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u> Equitas Academy will implement the following actions and services to ensure all scholars are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place. 2. School Director will develop a supervision schedule that includes supervision of scholars before/during and after-school. 3. Implement Tiered Behavior System schoolwide. All students will participate in the Tiered Behavior 	<p><u>SCHOOL CLIMATE & SAFETY</u> Equitas Academy implemented the following actions and services to ensure all scholars were provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team has reviewed and revised the Comprehensive School Safety Plan. The school’s entire staff was trained on the School Safety Plan, and monthly drills took place including active shooter. Purchases were made for classroom emergency backpacks, and walkie-talkies. 2. School Director developed a supervision schedule that included supervision of scholars before/during and after-school. 	<p>\$4,920 \$119,080</p> <p>LCFF S&C LCFF Base</p> <p>5000-5999 Operating Services; Tiered Behavior System (Kickboard) 2000-2999 Classified Salaries; Office Assistants</p>	<p>\$4,490 \$50,412</p> <p>LCFF S&C</p> <p>5000-5999 Operating Services; Tiered Behavior System (Kickboard) 2000-2999 Classified Salaries; Office Assistants</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>System; and earn “Scholar Dollars” for exuding positive behavior and exemplifying the school’s core values, redeemable for “free dress days, college trips/tours, and are recognized at the Schoolwide Award Assembly.</p> <p>4. All teachers have received extensive training on implementing Mindfulness techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.</p> <p>5. In order to ensure a positive school climate, the Office Coordinators are in charge of monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports are provided to the School Director for</p>	<p>3. Implemented Tiered Behavior System schoolwide. All students participated in the Tiered Behavior System; and earned “Scholar Dollars” for exuding positive behavior and exemplifying the school’s core values, redeemable for “free dress days, college trips/tours, and were recognized at the Schoolwide Award Assembly.</p> <p>4. Mindfulness was not implemented this school year.</p> <p>5. In order to ensure a positive school climate, the School Operations Manager, were in charge of monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports were provided to the School Director for further action, and possible referral to SST/RTI.</p> <p>6. Equitas hosted schoolwide events that supported a positive learning environment. They included:</p> <ul style="list-style-type: none"> • Weekly Schoolwide Assembly based on the school’s Core Values 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>further action, and possible referral to SST/RTI.</p> <p>6. Equitas hosts schoolwide events that support a positive learning environment. They include:</p> <ul style="list-style-type: none"> • School Dance • Weekly Schoolwide Assembly based on the school's Core Values • Awards for Perfect Attendance 	<ul style="list-style-type: none"> • Awards for Perfect Attendance • College t-shirts (Fridays) 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u> At Equitas Academy, parent input in decision-making will take place through the following venues:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) <p>The School Director is responsible for organizing these meetings and Equitas teachers and classified staff participates on the committees.</p>	<p><u>PARENT INPUT IN DECISION-MAKING</u> At Equitas Academy, parent input in decision-making took place through the following venues:</p> <ul style="list-style-type: none"> • School Site Council (SSC): 9 meetings • English Language Advisory Committee (ELAC): 9 meetings <p>The School Director was responsible for organizing these meetings and Equitas teachers and classified staff participated on the committees.</p>	<p>\$0</p> <p>No source provided.</p> <p>Staff Salaries, See Goal 1, Action 1 and Action 3</p>	<p>\$0</p> <p>Staff Salaries, See Goal 1, Action 1 and Action 3</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> Equitas Academy provides the following opportunities to engage parents of unduplicated students as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. Host “Cafecitos” to address schoolwide issues, upcoming events and volunteer opportunities. 2. Parent workshops on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child academically • Understanding CAASPP results 3. Administer an annual parent survey. 4. Ensure school website and social media is updated on a regular basis as a method to communicate with parents. 	<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> Equitas Academy provided the following opportunities to engage parents of unduplicated students and students with disabilities as partners in their child’s education. They included:</p> <ol style="list-style-type: none"> 1. Hosted monthly “Cafecitos” to address schoolwide issues, upcoming events and volunteer opportunities. 2. Parent workshops on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child academically • Understanding CAASPP results 3. Administered a parent survey. 4. Ensured school website and social media was updated on a regular basis as a method to communicate with parents. 	<p>\$1,550</p> <p>LCFF S&C</p> <p>7311 – Network Fee (Website)</p>	<p>\$2,021</p> <p>LCFF S&C</p> <p>7311 – Network Fee (Website)</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 3 actions/services were implemented with fidelity and feedback from stakeholders has served to make modifications to the 2018-19 LCAP actions/services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services were highly effective in supporting Goal #3, by providing methods to continue to support a positive school culture and climate, and with engaging parents in their child's education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salaries related to Action 1 were less because responsibilities transferred from multiple staff to one staff person.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Minor changes will be made to the actions/services based on stakeholder input, and findings from assessment data (student results).

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Equitas Academy met with the following stakeholders in the planning process for this LCAP/Annual Review and Analysis:

- Cafecitos (Coffee with the Principal): 9/14, 10/12, 11/16, 12/4, 1/18, 2/15, 3/8, 4/9, 5/10, 6/14
- School Site Council (SSC) & English Language Advisory Council (ELAC): 10/3, 11/7, 12/5, 1/9, 2//6, 3/6, 4/3, 5/1, 6/5
- Staff Meetings: Biweekly
- Board Meetings: Monthly

The LCAP will be adopted by the Equitas Board of Directors on June 28, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The consultations with stakeholders has impacted the LCAP as follows:

- Teachers would like to additional professional development on the newly adopted curriculum; and training on how to provide and address behavior support needs and would like support with science instruction and curriculum.
- Parents would like more communication on how they can help their scholars with math skills at home.
- Scholars would like to feel more respected by their peers and have a better sense of belonging.

Equitas will be providing deeper content trainings for teachers in math that includes how to explain strategies to parents and developing family letters to send home for each math unit. We'll be training teachers on solution circles and shout out circles to use in their classrooms in order to promote class culture and a sense of belonging. We will also provide training to our recess supervisors in order to equip them to help scholars solve problems. We will bring on a new position of culture coordinator in order to support scholars with behavior support needs. We will also provide training for teachers in unpacking the NGSS standards and implementing the unit plans from our curriculum.

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Continue to strengthen the infrastructure for ongoing analysis of data including: student achievement, performance data, and demographics to assess & measure program efficacy, and ensure maximization of human, material, physical, and financial resources. (Aligns w/WASC Action Plan #3)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7

Local Priorities: 1

Identified Need:

There is a need to implement the use of multiple types of data to identify students for academic and/or social-emotional support, interventions, and monitor student progress on an ongoing basis.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-5 (Maintain)	+41 points above DFL3	+15 points above DFL3	+15 points above DFL3	+15 points above DFL3
Annual Growth on CAASPP Math distance from	+23 points above	+10 points above	+15 points above	+15 points above

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Level (DFL) 3 Scale Scores: Grades 3-5 (Maintain)	DFL3	DFL3	DFL3	DFL3
Increase attendance rates:	98%	>97%	>97%	.97%
Decrease Chronic Absenteeism rates: (1% decline annually)	3%	<2%	<2%	<2%
Administer Facility Inspection Tool (FIT): Score Good or Better	Good	Good	Good	Good
% of students access to broad course of study: PE, Art, & Public Speaking	100%	100%	100%	100%

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</p>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools

Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p>
New	Modified	Unchanged

<p>2017-18 Actions/Services</p> <p><u>Longer Teacher Year & Instructional Day (Teacher Supports)</u> Equitas Academy will employ 17 Classroom Teachers who are appropriately credentialed and assigned.</p>	<p>2018-19 Actions/Services</p> <p><u>Longer Teacher Year & Instructional Day (Teacher Supports)</u> Equitas Academy will employ 17 Classroom Teachers who are appropriately credentialed and assigned & School Director/Principal.</p>	<p>2019-20 Actions/Services</p>
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2017-18 Actions/Services

The design of the academic year and professional development supports the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 95% Hispanic/Latino with an average of 95% of students qualifying for free or reduced-price meals, and an average of 20% of scholars are English Learners.

To begin planning for the year, teachers report in August for professional development. The paid professional development days before, during, and after the school year ensure our teachers receive training and development necessary to support the critical interventions necessary to create the excellent instructional practice to support our scholars learning. School wide goals are developed in the summer with a scope and sequence in collaboration with other Equitas Academies. Teachers who are new to the profession meet with their Instructional Coach on a weekly basis; while experienced teachers meet biweekly or more often as needed.

With the implementation of the Common

2018-19 Actions/Services

The design of the academic year and professional development supports the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 96.2% Hispanic/Latino with an average of 96% of students qualifying for free or reduced-price meals, 0.4% Foster Youth, and an average of 38% of scholars are English Learners.

To begin planning for the year, teachers report in August for professional development. The paid professional development days before, during, and after the school year ensure our teachers receive training and development necessary to support the critical interventions necessary to create the excellent instructional practice to support our scholars learning. School wide goals are developed in the summer with a scope and sequence in collaboration with other Equitas Academies. Teachers who are new to the profession meet with their Instructional Coach on a weekly basis; while experienced teachers meet biweekly or more often as needed.

With the implementation of the Common

2019-20 Actions/Services

[This section is currently blank.]

2017-18 Actions/Services

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

Professional development for all teachers will take place during the academic year, as follows:

- Provide 20-days of Summer Professional Development for all teachers.
- Provide 6 days of Professional Development on non-instructional days.
- Provide weekly Professional Development for 2 hours (Fridays).
- Provide weekly staff collaboration

2018-19 Actions/Services

Core State Standards, our professional development shifted to adoption of the Achievement First Open-Source Curriculum. Achievement First provided a unit overview for each core subject area, including a scope and sequence and pacing guide. Teachers were provided with the curriculum as units, and were given time each week to conduct “Intellectual Preparation”; that is, intentional review of each day’s lesson plan with a focus for “unpacking” the learning in preparation for instructional delivery.

Professional development for all teachers will take place during the academic year, as follows:

- Provide 20-days of Summer Professional Development for all teachers.
- Provide 4 days of Professional Development on non-instructional days.
- Provide weekly Professional Development for 2 hours (Fridays).
- Provide weekly staff collaboration time for lesson planning by grade level/subject.

Our direct-instructional program is geared to all literacy learners, especially EL students. Teachers use modeling, graphic organizers and visuals to support students’ recognition

2019-20 Actions/Services

2017-18 Actions/Services

time for lesson planning by grade level/subject.

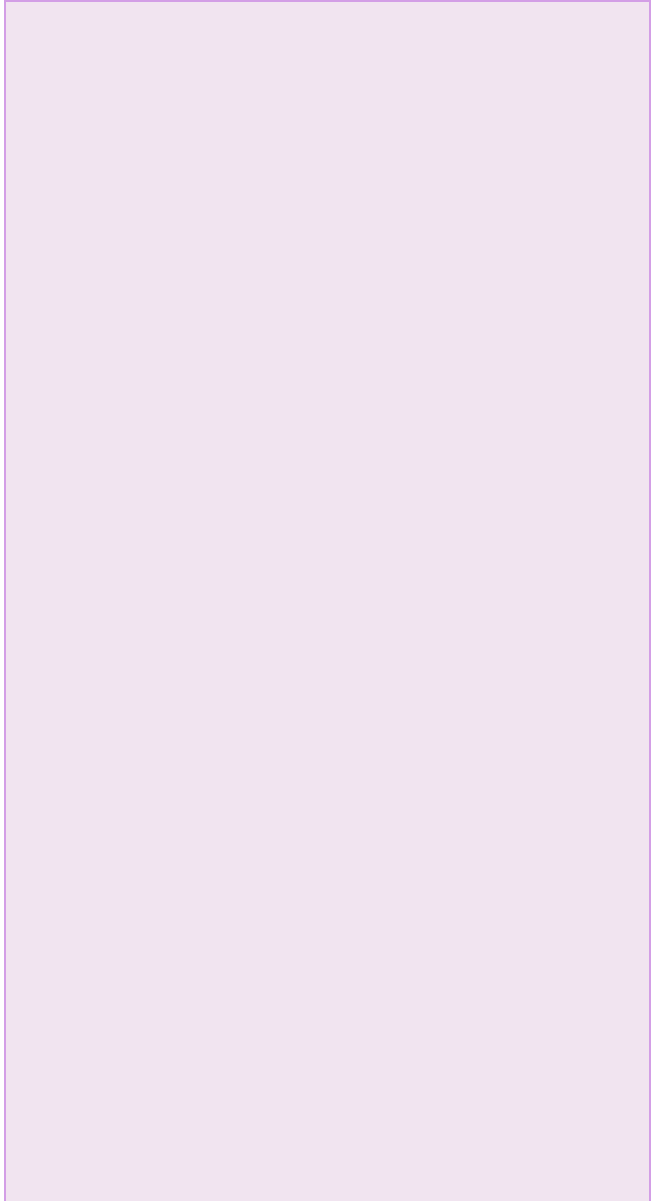
Our direct-instruction program is geared to all literacy learners, especially EL students. Teachers use modeling, graphic organizers and visuals to support students’ recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Teachers work with students though daily reading, writing, and discussion activities to determine each student’s literacy habits and skills. Three relevant themes also guide the school’s English Learner support system: (1) the critical role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

2018-19 Actions/Services

of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Teachers work with students though daily reading, writing, and discussion activities to determine each student’s literacy habits and skills. Three relevant themes also guide the school’s English Learner support system: (1) the critical role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

Because teachers share instruction (different teachers for different subjects) for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all teachers work together to meet the needs of every student. All grade

2019-20 Actions/Services



2017-18 Actions/Services

Because teachers share instruction (different teachers for different subjects) for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all teachers work together to meet the needs of every student. All grade level teachers plan together and deliver the same lesson plans. We divide the students into smaller groups based on flexible-ability reading groups, which rotate among the teachers. This enables our teachers to focus their efforts on a specific skill set or strategy with small groups, and enables students to receive targeted instruction based on their needs via a Daily RTI Block for 20-60 minutes.

2018-19 Actions/Services

level teachers plan together and deliver the same lesson plans. We divide the students into smaller groups based on flexible-ability reading groups, which rotate among the teachers. This enables our teachers to focus their efforts on a specific skill set or strategy with small groups, and enables students to receive targeted instruction based on their needs via a Daily RTI Block for 20-60 minutes.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>\$227,005</p> <p>\$58,862</p> <p>\$737,183</p> <p>\$191,151</p>	<p>a) \$240,681</p> <p>b) \$66,861</p> <p>c) \$765,803</p> <p>d) \$212,740</p> <p>e) \$108,150</p> <p>f) \$30,044</p>	<p>N/A</p>

Year	2017-18	2018-19	2019-20
Source	LCFF S&C LCFF S&C LCFF Base LCFF Base	a) LCFF S&C b) LCFF S&C c) LCFF Base d) LCFF Base e) LCFF Base f) LCFF Base	N/A
Budget Reference	1000-1999 Certificated Salaries 3000-3999 Employee Benefits 1000-1999 Certificated Salaries 3000-3999 Employee Benefits	a) 1000-1999 Certificated Salaries, PD and RTI time b) 3000-3999 Employee Benefits, PD and RTI time c) 1000-1999 Certificated Salaries, General d) 3000-3999 Employee Benefits, General e) 1000-1999 Certificated Salaries, School Director f) 3000-3999 Employee Benefits, School Director	N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ASSESSMENTS
In addition, to state-mandated assessments (CAASPP ELA & Math: Grades 3-4, CELDT: Initial only, ELPAC: ELL scholars only), Equitas Academy staff will implement multiple types of assessments in order to monitor each scholar's: academic progress;

ASSESSMENTS
In addition, to state-mandated assessments (CAASPP ELA & Math: Grades 3-4, ELPAC: ELL scholars only), Equitas Academy staff will implement multiple types of assessments in order to monitor each scholar's: academic progress; identify their

2017-18 Actions/Services

identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- Fountas & Pinnell Reading assessments
- NWEA MAP ELA & Math Assessments: 3 times/year
- Interim Performance Tasks
- Writing Assessments

2018-19 Actions/Services

strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP ELA & Math
- Fountas & Pinnell Diagnostic assessments: Reading & writing
- Kindergarten assessment: teacher created
- Illuminate assessments
- Assessments from Achievement First curriculum

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200 \$7,800 \$3,000	a) \$7,000 b) \$3,000	N/A
Source	LCFF S&C	a) LCFF Base b) LCFF Base	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	4000-4999 Student Supplies; Fountas & Pinnell 4000-4999 Student Supplies; NWEA 4000-4999 Student Supplies, Illuminate Assessments	a) 4000-4999 Student Supplies. NWEA b) 5000-5999 Operating Services, Illuminate	N/A

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

ACADEMIC INTERVENTIONS

To support Equitas Academy’s program of academic interventions, our team includes a Chief Academic Officer (network position), a Dean of Instruction, and seven Instructional Assistants. The School Director also supports academic

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL

CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:
To support Equitas Academy’s program of academic interventions, our team includes a Chief Academic Officer (network position), a Dean of Instruction, and seven Instructional

2019-20 Actions/Services

2017-18 Actions/Services

interventions.

The following outlines how Equitas Academy assesses scholars for intervention and a description of the types of intervention strategies that we will implement. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas are designed to address the needs of this population.

1. Administer diagnostic assessments that are grade/age appropriate using F&P Reading & Writing Assessment.
2. Administer NWEA MAP Assessments in ELA & Math 3 times/year.
3. Administer internally created standards-based assessment in all core subjects at all grade levels to ensure that students are meeting or exceeding California standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, allow us to make the necessary adjustments as immediately as possible to ensure that

2018-19 Actions/Services

Assistants. The School Director also provides supports with academic interventions.

The following outlines how Equitas Academy assesses scholars for intervention and a description of the types of intervention strategies that we will implement. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas are designed to address the needs of this population.

- Administer diagnostic assessments that are grade/age appropriate using F&P Reading & Writing Assessment.
- Administer NWEA MAP Assessments in ELA & Math 3 times/year.
- Administer Achievement First standards-based assessment in all core subjects at all grade levels to ensure that students are meeting or exceeding California standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, allow us to make the necessary adjustments as

2019-20 Actions/Services

2017-18 Actions/Services

our students are acquiring the skills outlined in the California Content Standards.

4. Based on an analysis of data, place students in flexible grouping (low, mid, high) using Internal assessment findings.
5. Teachers then meet with the School Director and Chief Academic Officer during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days are facilitated by the Chief Academic Officer to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning. Provide additional support and intervention including: after-school tutoring, and differentiated instruction in the classroom.
6. In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher,

2018-19 Actions/Services

immediately as possible to ensure that our students are acquiring the skills outlined in the California Content Standards.

- Based on an analysis of data, place students in flexible grouping (low, mid, high) using Internal assessment findings.
- Teachers then meet with the School Director and **Chief Academic Officer**, and **(4) Instructional Coaches** (teachers who mentor) during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days are facilitated by the Chief Academic Officer to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning. Provide additional support and intervention including: after-school tutoring, and differentiated instruction in the classroom. The School Director receives ongoing coaching and feedback from the Chief Academic Officer.

2019-20 Actions/Services

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the teacher may decide to refer the student for evaluation of a suspected disability.

7. Additional academic support by a credentialed teacher and/or an instructional assistant under the supervision of the Director of Instruction. A total of 5 Instructional Assistants will provide push-in/pullout academic support and intervention. The Dean of Instruction will provide Instructional Assistants and entire teaching staff with Professional Development on Intervention strategies, effective instructional strategies for ELL, and differentiation.
8. Small group instruction during classroom instruction by the classroom teacher and/or Instructional Assistants/Dean of Instruction.
9. Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.

2018-19 Actions/Services

- In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student for evaluation of a suspected disability.
- Additional academic supports by **(1) Apprentice Teacher, (7) Instructional Assistants, and (1) Reading Interventionist**, under the supervision of the **(1) Dean of Instruction**. The Instructional Assistants provide push-in/pullout academic support and intervention. The Dean of Instruction provides Instructional Assistants and the entire teaching staff with coaching, observations, feedback and professional development on Intervention strategies, effective instructional strategies for ELL, and differentiation.
- Small group instruction during classroom instruction by the classroom teacher and/or Instructional Assistants/Dean of Instruction.
- Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<ul style="list-style-type: none"> • Our school will purchase and/or subscribe to the following web-based intervention programs: Lexia Learning, and Dreambox, which are used by students during the instructional day. • After School academic and social enrichment program facilitated and/or led by the following staff: <ul style="list-style-type: none"> ➤ Expanded Learning Site Coordinator ➤ Expanded Learning Assistant Site Coordinator ➤ Expanded Learning Program Leaders

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$69,891 \$75,000 \$49,752 \$95,000	a) \$63,174 b) 24,832 c) 6,898 d) 50,000 e) 13,890 f) 20,229 g) 169,884 h) 4,187	N/A

Year	2017-18	2018-19	2019-20
Source	LCFF S&C LCFF Base	<ul style="list-style-type: none"> i) 35,166 j) 38,150 k) 10,598 l) 77,250 m) 21,460 n) 8,500 o) 11,400 p) 93,573 q) 101,781 r) 32,461 s) 19,370 t) 21,069 u) 6,719 	N/A

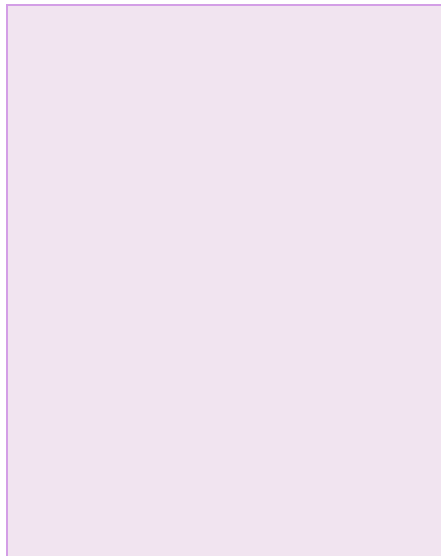
Year	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> r) Other Local s) LCFF S&C t) ASES u) Other Local 	
Budget Reference	<p>7311 – Network Fee (CAO)</p> <p>3000-3999 Employee Benefits</p> <p>1000-1999 Certificated Salaries; Dean of Instruction</p> <p>1000-1999 Certificated Salaries (School Director)</p>	<ul style="list-style-type: none"> a) 7311 Network Expenses, CAO b) 1000-1999 Certificated Salaries, Instructional Coaches c) 3000-3999 Employee Benefits, Instructions Coaches d) 1000-1999 Certificated Salaries, Apprentice Teacher e) 3000-3999 Employee Benefits, Apprentice Teacher f) 2000-2999 Classified Salaries, Instructional Assistants g) 2000-2999 Classified Salaries, Instructional Assistants h) 3000-3999 Employee Benefits, Instructional Assistants i) 3000-3999 Employee Benefits, Instructional Assistants j) 1000-1999 Certificated Salaries, Reading Interventionist k) 3000-3999 Employee Benefits, Reading Interventionist l) 1000-1999 Certificated Salaries, Dean m) 3000-3999 Employee Benefits, Dean n) 4000-4999 Student Supplies, Lexia 	N/A

Year

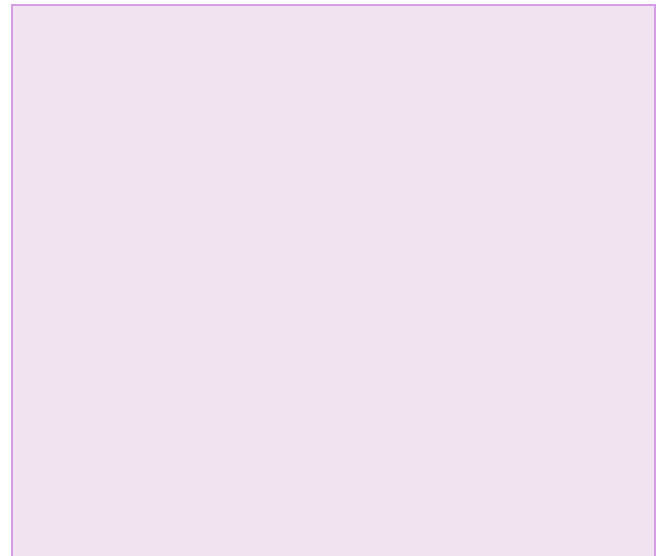
2017-18

2018-19

2019-20



- o) 4000-4999 Student Supplies, Dreambox
- p) 2000-2999 Classified Salaries, After School
- q) 2000-2999 Classified Salaries, After School
- r) 2000-2999 Classified Salaries, After School
- s) 3000-3999 Employee Benefits, After School
- t) 3000-3999 Employee Benefits, After School
- u) 3000-3999 Employee Benefits, After School



Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

COURSE ACCESS (ENRICHMENT):
Scholars benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in socioeconomic imbalanced communities,

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

including those with high levels of poverty and refugee and English Language Learners, by promoting creativity, self-confidence, and school pride. The arts promote higher analytical thinking and reasoning and student voice especially when integrated with core subjects. Equitas Academy will employ **4 Enrichment Instructors** and a **Dean of Enrichment** who will provide training, supervision and scheduling.

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include:

- **Enrichment: 4 teachers - Dance, Reader's theatre/Drama, ASL, Art History, Public Speaking**
- **Physical Education:** that will include a nutritional component to educate our scholars on healthy eating and healthy living habits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		<ul style="list-style-type: none"> a) 217,512 b) 60,425 c) 20,160 d) 4,173 e) 66,950 f) 18,599 	N/A
Source		<ul style="list-style-type: none"> a) LCFF S&C b) LCFF S&C c) LCFF S&C d) LCFF S&C e) LCFF S&C f) LCFF S&C 	N/A
Budget Reference		<ul style="list-style-type: none"> a) 1000-1999 Certificated Salaries, Enrichment Teachers b) 3000-3999 Employee Benefits, Enrichment Teachers c) 2000-2999 Classified Salaries, PE d) 3000-3999 Employee Benefits, PE e) 1000-1999 Certificated Salaries, Dean of Enrichment f) 3000-3999 Employee Benefits, Dean of Enrichment 	N/A

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services

SPECIAL EDUCATION PROGRAM
Equitas is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas Academy's SPED Team provides instructional and

2018-19 Actions/Services

SPECIAL EDUCATION PROGRAM
Equitas is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas Academy's SPED Team provides instructional and

2019-20 Actions/Services

2017-18 Actions/Services

social-emotional supports as outlined in the scholar’s IEP:

- 2 RSP Teachers
- 1 Psychologist
- Contract out for:
 - Speech Pathologist
 - Occupational Therapist

2018-19 Actions/Services

social-emotional supports as outlined in the scholar’s IEP:

- 2 RSP Teachers
- Dean of Student Support Services (from home office – split between all 4 schools)
- 1 Psychologist (Central office)
- Contract out for:
 - Speech Pathologist
 - Occupational Therapist
 - Adaptive PE
 - Physical Therapy
 - Deaf & Hard of Hearing Specialist

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$83,492 \$57,471 \$36,522 \$155,000	a) 48,023 b) 70,224 c) 13,341 d) 19,508 e) 26,887 f) 7,469 g) 60,646 h) 16,848 i) 139,818	N/A

Year	2017-18	2018-19	2019-20
Source	<p>Other Federal Funds Other State Revenue Other State Revenue Other State Revenue</p>	<p>a) Other State b) Other Federal c) Other State d) Other Federal e) Other State f) Other State g) Other State h) Other State i) Other State</p>	N/A
Budget Reference	<p>1000-1999 Certificated Salaries; RSP, School Psych 1000-1999 Certificated Salaries; RSP, School Psych 3000-3999 Employee Benefits; RSP, School Psych 5000-5999 Services and Operations; Contracted SPED Services</p>	<p>a) 1000-1999 Certificated Salaries, RSP b) 1000-1999 Certificated Salaries, RSP c) 3000-3999 Employee Benefits, RSP d) 3000-3999 Employee Benefits, RSP (e) 1000-1999 Certificated Salaries, Dean of Student Support Services f) 3000-3999 Employee Benefits, Dean of Student Support Services g) 1000-1999 Certificated Salaries, Psychologist h) 3000-3999 Employee Benefits, Psychologist i) 5000-5999 Operating Services, Contracted SPED</p>	N/A

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

SOCIAL-EMOTIONAL SUPPORTS

The Equitas Academy curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in school, college and the world. This curriculum guides all students

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

The Equitas Academy curriculum incorporates a rigorous and developmentally

2019-20 Actions/Services

2017-18 Actions/Services

with the life skills necessary to create self-motivated, competent, and lifelong learners. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs.

Established curriculum such as Second Step and Morning Meetings are used along with developmentally appropriate texts that highlight and teach our school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student. We believe that ethics are important in creating civic individuals. Ethics combined with perseverance help students to successfully confront the challenges they will face as they grow and mature and to avoid self-destructive behaviors and situations they may face as adolescents and young adults.

Much of the emphasis in the primary years on character education is furthered with the ethics curriculum in the upper elementary grades as students become more self-aware and autonomous. Students in the upper elementary grades have an opportunity to explore multicultural literature in the pursuit of ethics, or the study of what it means to be

2018-19 Actions/Services

appropriate program of values and character education to prepare students to thrive in school, college and the world. This curriculum guides all students with the life skills necessary to create self-motivated, competent, and lifelong learners. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs.

Established curriculum such as **Second Step** and Morning Meetings are used along with developmentally appropriate texts that highlight and teach our school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student. We believe that ethics are important in creating civic individuals. Ethics combined with perseverance help students to successfully confront the challenges they will face as they grow and mature and to avoid self-destructive behaviors and situations they may face as adolescents and young adults.

Much of the emphasis in the primary years on character education is furthered with the ethics curriculum in the upper elementary grades as students become more self-aware

2019-20 Actions/Services

2017-18 Actions/Services

a good person. Students read a collection of materials to explore the philosophy of what is right and what is wrong and engage in debates, written analysis and deeper level thinking on ethical issues.

Morning Meetings: Each day it is important for the Equitas staff to convey the urgency and excitement of learning. The tone of the day is set with the first interaction. Every morning, the leadership team, along with teachers, greets students with a morning handshake.

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

Structured Break Time: In addition to the morning and weekly rituals to build community, each break time for the primary students is organized to allow students authentic experiences for practicing the school's core values. Teachers role-play and

2018-19 Actions/Services

and autonomous. Students in the upper elementary grades have an opportunity to explore multicultural literature in the pursuit of ethics, or the study of what it means to be a good person. Students read a collection of materials to explore the philosophy of what is right and what is wrong and engage in debates, written analysis and deeper level thinking on ethical issues.

Morning Meetings: Each day it is important for the Equitas staff to convey the urgency and excitement of learning. The tone of the day is set with the first interaction. Every morning, the leadership team, along with teachers, greets students with a morning handshake.

Community Circles: Justice, fairness, and equity also are important values infused throughout the school culture and rituals. Through studying nonviolent social movements for justice, learning strategies for problem solving and conflict resolution, and our emphasis on respect for self. Community circles take place every Friday that includes awards and recognition for behavior and academic achievement.

Social-emotional counseling services:

2019-20 Actions/Services

2017-18 Actions/Services

lead lessons on teamwork, cooperation, and compassion during morning meeting and throughout the character education lessons.

2018-19 Actions/Services

Equitas provides social-emotional counseling services through the **Counselor and Psychologist from the CMO office**; and counseling services through a partnership with **Dignity Health**, who provides onsite counseling.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000 \$205,050 \$70,024	a) 21,424 b) 5,952 c) 60,646 (Repeated Expenditure) d) 16,848 (Repeated Expenditure)	N/A
Source	LCFF S&C	a) LCFF S&C b) LCFF S&C c) Other State d) Other State	N/A
Budget Reference	1000-1999 Certificated Salaries; Dean 2000-2999 Classified Salaries; Enrichment Teachers 3000-3999 Employee Benefits	a) 1000-1999 Certificated Salaries, Counselor b) 3000-3999 Employee Benefits, Counselor c) 1000-1999 Certificated Salaries, School Psych d) 3000-3999 Employee Benefits, School Psych	N/A

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

FACILITIES

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:

1. Annual facility leasing cost for school

2018-19 Actions/Services

FACILITIES

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's program:

- Annual facility leasing cost for school site.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>site.</p> <p>2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services.</p> <p>3. Director of Operations (network position) will complete an annual Facility Inspection Tool (FIT); and make all necessary improvements as required.</p>	<ul style="list-style-type: none"> • Costs for facility upgrades, repairs, and/or routine maintenance. • Complete annual Facility Inspection Tool (FIT) report 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>\$324,705</p> <p>\$149,549</p> <p>\$75,921</p> <p>\$15,716</p>	<p>a) 126,770</p> <p>b) 361,712</p> <p>c) 57,503</p>	<p>N/A</p>
Source	<p>Other State Revenue</p> <p>LCFF Base</p> <p>LCFF Base</p> <p>LCFF Base</p>	<p>a) LCFF Base</p> <p>b) Other State</p> <p>c) LCFF Base</p>	<p>N/A</p>

Year	2017-18	2018-19	2019-20
Budget Reference	5000-5990 Operating Services; Rent 5000-5990 Operating Services; Rent 2000-2999 Classified Salaries; Housekeeping Staff 3000-3999 Employee Benefits; Housekeeping Staff	a) 5000-5999 Operating Services, Lease b) 5000-5999 Operating Services, Lease c) 5000-5999 Operating Services, Vendor Repairs	N/A

Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Continue to provide all scholars with high quality instruction through a rigorous Common Core aligned curriculum by providing relevant learning experiences that support scholar engagement; and supports to ensure academic success among all subgroups (EL, LI, FY, SPED). (Aligns w/WASC Action Plan #1,2,4,5)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Identified Need:

There is a need to develop a comprehensive Professional Development plan that will result in improved instructional strategies across all classrooms in order to improve student outcomes and close the achievement gap.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students that will have access to standards-aligned instructional materials:	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																														
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric..	Baseline	<table border="1"> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>3</td></tr> <tr><td>MATH</td><td>4</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>HISTORY</td><td>3</td></tr> </table>	ELA	4	ELD	3	MATH	4	NGSS	3	HISTORY	3	<table border="1"> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>MATH</td><td>4</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>HISTORY</td><td>4</td></tr> </table>	ELA	4	ELD	4	MATH	4	NGSS	4	HISTORY	4	<table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>HISTORY</td><td>4</td></tr> </table>	ELA	5	ELD	4	MATH	5	NGSS	4	HISTORY	4
ELA	4																																	
ELD	3																																	
MATH	4																																	
NGSS	3																																	
HISTORY	3																																	
ELA	4																																	
ELD	4																																	
MATH	4																																	
NGSS	4																																	
HISTORY	4																																	
ELA	5																																	
ELD	4																																	
MATH	5																																	
NGSS	4																																	
HISTORY	4																																	
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%																														
% of EL who progress in English Proficiency as measured by CELDT/ELPAC:	55%	60%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.																														
English Learner reclassification rate:	34%	>33%%	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.																														

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>PROFESSIONAL DEVELOPMENT 1. In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that</p>	<p>PROFESSIONAL DEVELOPMENT In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our</p>	
--	---	--

2017-18 Actions/Services

our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

- Common Core State Standards (CCSS) ELA/ELD Standards
- CCSS Math
- Next Generation Science Standards (NGSS)
- Eureka Math Curriculum
- Analyzing data
- Lesson Planning
- Reviewing scholar work
- Fine tuning Lucy Calkins Writer's Workshop]
- How to improve instructional practice
- Lemov, Teach Like a Champion
- Academic Interventions
- Differentiation & Scaffolding Instruction
- SST/RTI
- Mindfulness

2. Members of our teaching staff and/or Leadership team plan to attend professional development conferences such as the BES LENS program

2018-19 Actions/Services

teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

- Teach like a Champion
- Love & Logic
- Restorative Conversations
- Unpacking CC Standards
- Unit Unpacking
- Lesson Rehearsal
- Intellectual Preparation
- Writing Exemplars

As noted in Goal 1, Action 1 of this LCAP, all teachers attend summer professional development, non-instructional days during the academic year, and weekly on site.

Equitas encourages and supports its teachers and administrative staff with extended professional learning opportunities through workshops, conferences and visiting high performing schools. They include but are not limited to:

- Standards Institute
- Building Excellent Schools (BES): LENS Leader
- Dance Conference: Dance enrichment teacher

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> BTSA Costs to ensure all teachers are appropriately credentialed 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	26,100	N/A
Source	LCFF S/C	LCFF S&C	N/A
Budget Reference	5000-5999 Operating Services; Contracted PD	5000-5999 Operating Services, Standards Institute, BES, BTSA	N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

ELD PROGRAM
 Equitas Academy will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental

2018-19 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE ELL SCHOLARS:
 Equitas Academy reviews and revises its EL Master Plan as needed and aligns to the ELPAC; ELD Curriculum designated and integrated ELD. Our ELD Coordinator administers the ELPAC assessment and

2019-20 Actions/Services

2017-18 Actions/Services

materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The School Director and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.

2018-19 Actions/Services

documents EL performance by scholar in their individual ELD Portfolio, which is monitored throughout the academic year.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	N/A
Source	LCFF S&C	LCFF S&C	N/A
Budget Reference	1000-1999 Certificated Salaries; CELDT Stipend	1000-1999 Certificated Salaries; EL Coordinator Stipend	N/A

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

CURRICULUM
Every scholar has access to standards-aligned curriculum. Equitas Academy will purchase the following additional curriculum and/or supplemental instructional materials:

2018-19 Actions/Services

CORE CURRICULUM:
Every scholar has access to standards-aligned curriculum. Equitas Academy will purchase the following additional curriculum and/or supplemental instructional materials:

2019-20 Actions/Services

2017-18 Actions/Services

- Eureka Math
- Leveled Libraries
- Subscription to Lexia Learning
- Writers Workshop
- Read, Set, Core
- Subscription to CGI Math
- Expository Texts
- Mindfulness Curriculum
- LLI

2018-19 Actions/Services

- Foss Kits for Science
- Trade books for novel and book studies

2019-20 Actions/Services

-

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$34,700	N/A
Source	LCFF S/C	LCFF Base	N/A
Budget Reference	4000-4999 Student Supplies; Supplemental Curriculum	4000-4999 Student Supplies	N/A

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p><u>TECHNOLOGY</u> In order to provide all scholars with access to digital media, our school will implement the following:</p> <ol style="list-style-type: none"> 1. Purchase the following technology 	<p><u>TECHNOLOGY</u> Equitas Academy has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the conducts a</p>	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>devices: 25 Chromebooks</p> <p>2. The IT Specialist will also develop an annual needs assessment for future purchases and upgrades; provide tech support and installation/maintenance of all technology devices.</p>	<p>needs assessment based on staff and student needs. Annual, purchases for technology include but are not limited to:</p> <ul style="list-style-type: none"> • Chromebooks (replacement) • Chromebooks charging cart • Classroom Projectors 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$7,000 2. \$34,499	\$37,155	N/A
Source	1-2. LCFF Base	LCFF S&C	N/A
Budget Reference	1. 4000-4999 Student Supplies; Chromebooks 2. 7311 – Network Fee (IT Specialist)	4000-4999 Student Supplies, Tech purchases	N/A

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

SCHOLAR ENGAGEMENT

In order to provide scholars with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

1. Extend scholar learning opportunities

2018-19 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE SCHOLAR ENGAGEMENT:

In order to provide scholars with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

2019-20 Actions/Services

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2017-18 Actions/Services

beyond the classroom through field trips aligned to the content standards that include:

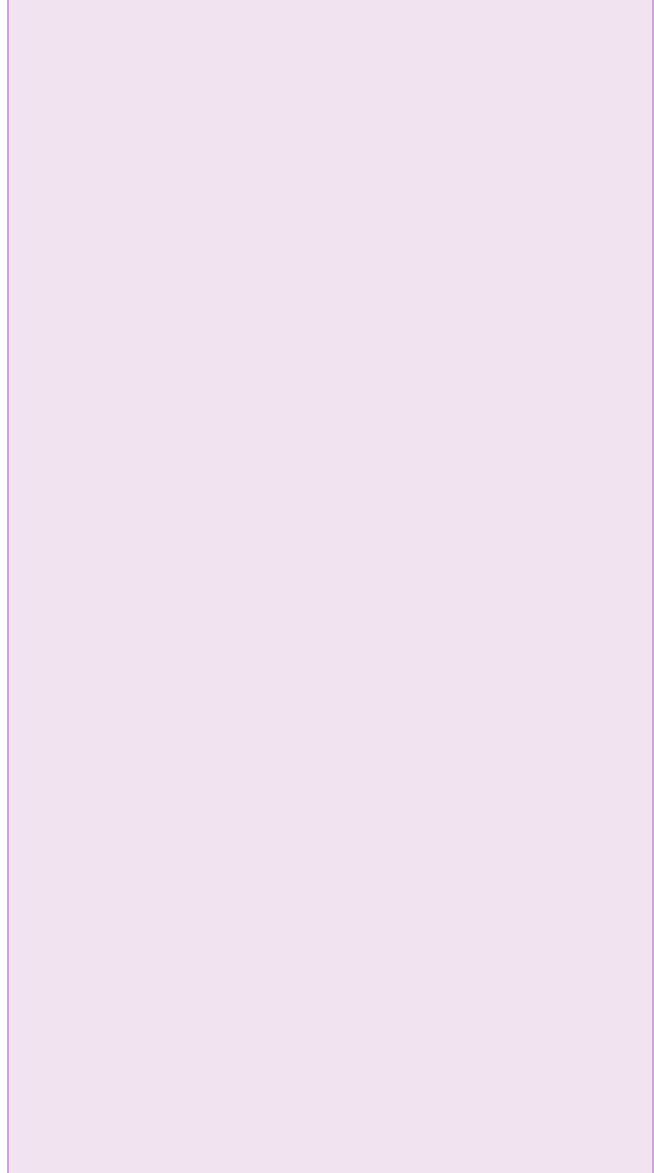
- Natural History Museum
- Los Angeles Zoo
- La Brea Tar Pitts
- California Science Center
- 826 LA
- Los Angeles Science Center/3D IMAX
- Cabrillo Marine Aquarium
- Grammy Museum
- Colleges/Universities: LMU, USC, CSUDH, Occidental College, Chapman University

2. As part of our school’s college-going culture, all scholars will visit 2 colleges-universities.
3. Provide scholars with leadership opportunities through the option of participating in competitions such as Public Speaking local competition.
4. Provide scholars with access to after-school academic/social enrichment program.

2018-19 Actions/Services

- **Field trips aligned to the content standards:** Natural History Museum, Aquarium, Science Center, 826LA, Tar Pits, etc.
- **Field trips college/universities:** CSUN, Occidental, LMU, CSUHD, & UCLA
- **Clubs/Organizations:** Dance Team, Dance Club, Yearbook – all led/facilitated by classroom teachers

2019-20 Actions/Services



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$7,500	N/A
Source	LCFF S&C	LCFF S&C	N/A
Budget Reference	5000-5999 -Operating Services; Field Trips	5000-5999 Operating Services, Field Trips	N/A

Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Engage parents, families and community members as partners through education, communication and collaboration in order to provide all scholars with a safe, welcoming and inclusive, and positive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Identified Need:

There is a need to improve parent engagement and participation schoolwide including strategies parents can use at home to support their child academically and social-emotionally.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via SSC, ELAC & PTC.	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students.	Met	Met	Met	Met
Maintain suspension rates <2%	0%	<2	<2	<2

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain expulsion rates <1%:	0%	<1%	<1%	<1%
Increase parent participation rate on parent survey:	Baseline	45% (202 parents)	47%	49%
Student participation rate on student survey:	Baseline	99% (Grades 3-4)	>90%	>90%

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>SCHOOL CLIMATE & SAFETY Equitas Academy will implement the following actions and services to ensure all scholars are provided with a safe,</p>	<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:</u> Equitas Academy will implement the following actions and services to ensure all</p>	
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2017-18 Actions/Services

welcoming and positive learning community,

1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. School Director will develop a supervision schedule that includes supervision of scholars before/during and after-school.
3. Implement Tiered Behavior System schoolwide. All students will participate in the Tiered Behavior System; and earn "Scholar Dollars" for exuding positive behavior and exemplifying the school's core values, redeemable for "free dress days, college trips/tours, and are recognized at the Schoolwide Award Assembly.
4. All teachers have received extensive training on implementing **Mindfulness** techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for

2018-19 Actions/Services

students are provided with a safe, welcoming and positive learning community:

- Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
- Continue to implement Tiered Behavior System schoolwide. All students will participate in the Tiered Behavior System; and earn "Scholar Dollars" for exuding positive behavior and exemplifying the school's core values, redeemable for "free dress days, college trips/tours, and are recognized at the Schoolwide Award Assembly.
- Continue to implement implementing **Mindfulness** techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It

2019-20 Actions/Services

2017-18 Actions/Services

children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.

5. In order to ensure a positive school climate, the Office Coordinators are in charge of monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports are provided to the School Director for further action, and possible referral to SST/RTI.
6. Equitas hosts schoolwide events that support a positive learning environment. They include:
 - School Dance
 - Weekly Schoolwide Assembly based on the school’s Core Values
 - Awards for Perfect Attendance

2018-19 Actions/Services

- improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.
- Equitas will employ a **Culture Coordinator** to monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, communicate with families, and supervision of students. These reports will be provided to the School Director for further action, and possible referral to SST/RTI.
 - Host schoolwide awards recognizing scholars for perfect attendance and Star Scholar Awards.
 - Administer an **annual scholar and staff survey** to measure sense of safety and school connectedness.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,920 \$119,080	a) 5,000 (repeat) b) 39,041 c) 8,082 d) 4,490 e) 2,120	N/A
Source	LCFF S&C LCFF Base	a) LCFF S&C b) LCFF S&C c) LCFF S&C d) LCFF S&C e) LCFF S&C	N/A
Budget Reference	5000-5999 Operating Services; Tiered Behavior System (Kickboard) 2000-2999 Classified Salaries; Office Assistants	a) 5000-5999 Operating Services, Field trips - college b) 2000-2999 Classified Salaries, Culture Coordinator c) 3000-3999 Employee Benefits, Culture Coordinator d) 5000-5999 Operating Services, Kickboard (Tiered Behavior System) e) 7311 Network Expenses, Annual Student and Staff Survey	N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PARENT INPUT IN DECISION-MAKING
 At Equitas Academy, parent input in decision-making will take place through the following venues:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

PARENT INPUT IN DECISION-MAKING
 At Equitas Academy, parent input in decision-making will take place through the following venues:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The School Director is responsible for organizing these meetings and Equitas teachers and classified staff participates on the committees.

The School Director is responsible for organizing these meetings and Equitas teachers and classified staff participates on the committees.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	a) \$108,150 b) \$30,044	N/A
Source	No source provided.	a) LCFF Base b) LCFF Base	N/A
Budget Reference	Staff Salaries, See Goal 1, Action 1 and Action 3	a) 1000-1999 Certificated Salaries, School Director b) 3000-3999 Employee Benefits, School Director	N/A

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

Equitas Academy provides the following opportunities to engage parents of unduplicated students as partners in their child’s education. They include:

1. Host “Cafecitos” to address schoolwide

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Equitas Academy will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their

2017-18 Actions/Services

issues, upcoming events and volunteer opportunities.

2. Parent workshops on the following topics as requested by parents:
 - How to support my child academically
 - Understanding CAASPP results
3. Administer an annual parent survey.
4. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

child's education. They include:

- Monthly Cafecitos
- Volunteer opportunities at the school
- Host Parent/teacher conferences: 2 times/year
- Host monthly **Family Nights**: Math, Reading, Enrichment, Culture, and Scholars showcasing their work
- **Saturday Family Events**, a culture and community building event that takes place twice per year, where families learn about resources available from the community.
- **Translation services** will be provided to parents for all events and meetings by the **School Operations Manager**.
- Ensure school website and social media is updated on a regular basis as a method to communicate with parents.
- Administer annual parent survey to gain insight on the sense of safety and school connectedness and identify parent needs.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,550	<ul style="list-style-type: none"> a) 1,860 b) 66,950 c) 13,859 	N/A
Source	LCFF S&C	<ul style="list-style-type: none"> a) LCFF Base b) LCFF S&C c) LCFF S&C 	N/A
Budget Reference	7311 – Network Fee (Website)	<ul style="list-style-type: none"> a) 7311 Network Expenses, Website b) 2000-2999 Classified Salaries, School Operations Manager c) 3000-3999 Employee Benefits, School Operations Manager 	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$ 1,203,517

Percentage to Increase or Improve Services

% 34.18%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2018-19

Equitas Academy serves the Pico-Union community and has a high percentage of unduplicated pupils.

The following improved and/or increased actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- **Goal 1, Action 1:** Equitas Academy offers its students a longer school year and longer school day. Built into each teacher's salary are (20) days of Summer Professional Development (before the academic year starts); 4 Non-instructional days dedicated to the analysis of data to inform instruction; and weekly staff/professional development during the academic year. In addition, our teachers also teach an RTI block (intervention) that ranges from 20-60 minutes daily.

- **Goal 1, Action 3: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

To support Equitas Academy's program of academic interventions, our team includes a Chief Academic Officer (network position), a Dean of Instruction, and seven Instructional Assistants. The School Director also provides supports with academic interventions.

The following outlines how Equitas Academy assesses scholars for intervention and a description of the types of intervention strategies that we will implement. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas are designed to address the needs of this population.

Teachers then meet with the School Director and Chief Academic Officer, and (4) Instructional Coaches (teachers who mentor) during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days are facilitated by the Chief Academic Officer to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning. Provide additional support and intervention including: after-school tutoring, and differentiated instruction in the classroom. The School Director receives ongoing coaching and feedback from the Chief Academic Officer.

Additional academic supports by (1) Apprentice Teacher, (7) Instructional Assistants, and (1) Reading Interventionist, under the supervision of the (1) Dean of Instruction. The Instructional Assistants provide push-in/pullout academic support and intervention. The Dean of Instruction provides Instructional Assistants and the entire teaching staff with coaching, observations, feedback and professional development on Intervention strategies, effective instructional strategies for ELL, and differentiation.

Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.

Our school will purchase and or subscribe to the following web-based intervention programs: Lexia Learning, and Dreambox, which are used by students during the instructional day.

After School academic and social enrichment program facilitated and/or led by the following staff: Expanded Learning Site Coordinator; Expanded Learning Assistant Site Coordinator; and Expanded Learning Program Leaders.

Goal 1, Action 4: COURSE ACCESS (ENRICHMENT):

Scholars benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in socioeconomic imbalanced communities, including those with high levels of poverty and refugee and English Language Learners, by promoting creativity, self-confidence, and school pride. The arts promote higher analytical thinking and reasoning and student voice especially when integrated with core subjects. Equitas Academy will employ 4 Enrichment Instructors and a Dean of Enrichment who will provide training, supervision and scheduling.

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include: Enrichment: 4 teachers - Dance, Reader's theatre/Drama, ASL, Art History, Public Speaking and Physical Education, that will include a nutritional component to educate our scholars on healthy eating and healthy living habits.

Goal 1, Action 6: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

Equitas provides social-emotional counseling services through the Counselor and Psychologist from the CMO office; and counseling services through a partnership with Dignity Health, who provides onsite counseling.

Goal 2, Action 1: PROFESSIONAL DEVELOPMENT

In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics: Teach like a Champion; Love & Logic; Restorative Conversations; Unpacking CC Standards; Unit Unpacking; Lesson Rehearsal; Intellectual Preparation and Writing Exemplars.

As part of the professional learning to improve the quality of instruction our teachers and Principal participate in Building Excellent Schools, LENS Leadership Program visiting highly successful schools across the nation serving similar demographics as our school.

Equitas also pays for BTSA expenses to ensure all teachers are appropriately credentialed.

Goal 2, Action 4: TECHNOLOGY

Equitas Academy has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAPE). Annually, the conducts a needs assessment based on staff and student needs. Annual, purchases for technology include but are not limited to: Chromebooks (replacement), Chromebooks charging carts, and Projectors.

Goal 2, Action 5: STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE SCHOLAR ENGAGEMENT:

In order to provide scholars with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

- Field trips aligned to the content standards:
- Field trips college/universities:
- Offer Clubs & Organizations

Goal 3, Action 1: STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

Equitas Academy will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community:

- Continue to implement implementing Mindfulness techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.
- Equitas will employ a Culture Coordinator to monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, communicate with families, and supervision of students. These reports will be provided to the School Director for further action, and possible referral to SST/RTI.
- Administer an annual scholar and staff survey to measure sense of safety and school connectedness.

Goal 3, Action 3: OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Equitas Academy will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child’s education. They include:

- Host monthly Family Nights: Math, Reading, Enrichment, Culture, and Scholars showcasing their work
- Saturday Family Events, a culture and community building event that takes place twice per year, where families learn about resources available from the community.
- Translation services will be provided to parents for all events and meetings by the **School Operations Manager**.

2017-18

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 1, Action 1; Professional Development for teachers: 20-days summer: 6 Non-instructional days during the school year
- Goal 1, Action 2: Implementation of Assessments to monitor student progress of unduplicated students.
- Goal 1, Action 3: Academic intervention s provided by the Dean of Instruction, 7 Instructional Assistants; under the leadership of the CAO.
- Goal 1, Action 4: After-school academic and social enrichment program
- Goal 1, Action 5: Implementation and access to Enrichment Courses taught by 4 Enrichment instructors
- Goal 2, Action 2: Professional development on ELD Standards, differentiation, and academic interventions.

- Goal 2, Action 2: Improvement to the ELD Program
- Goal 2, Action 3: Implementation of web-based resources to provide personalized learning for students
- Goal 2, Action 5: Scholar Engagement: that provides field trips to museums, colleges and universities
- Goal 3, Action 1: Culture Coordinator to closely monitor attendance rates, chronic absenteeism rates, truancy, and suspensions.
- Goal 3, Action 3: Parent participation opportunities for unduplicated pupils via workshops & Cafecitos.

The Director will provide all teachers with coaching, conduct observations and professional development on implementing effective research-based strategies in working with ELL, Low-Income, Foster Youth including reading strategies, differentiation, scaffolding, writing strategies, that will benefit all students. Unduplicated student groups who are scoring below their peers in ELA and Math will benefit from these strategies, which are specially designed to increase student engagement and access to the rigor of the CA. State Standards.