

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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.

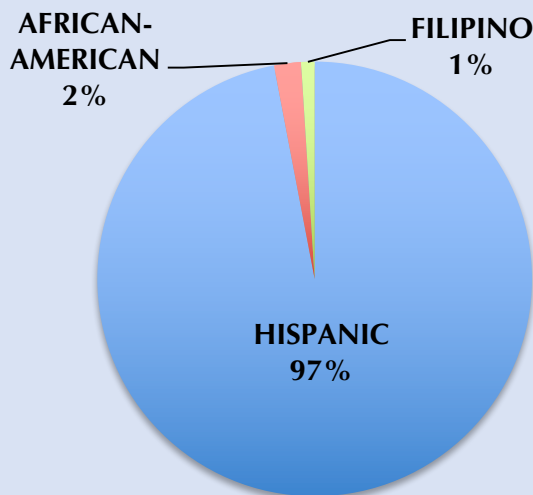
LEA Name	EQUITAS ACADEMY CHARTER SCHOOL #2		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Equitas Academy #2 was established in Fall 2013 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 2015. Equitas Academy provides 396 students in grades 5-8 with a structured, rigorous standards-aligned curriculum that prepares all students to graduate from a 4-year college/university. Our student demographics include: 12% Students with disabilities; 14% English Language Learners; and 95% who qualify for free/reduced lunch:



Equitas Academy #2 provides a high quality education and challenging school experiences for every child, delivered by a highly credentialed, passionate, and dedicated faculty and staff who have expertise in their field. Our school has specific beliefs based on best practices and research that inform our educational philosophy and how we intend to meet the rigorous standards we hold for the school and our students. Specifically:

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

LCAP HIGHLIGHTS

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

Equitas Academy #2 will continue to maintain its focus on:

1. Strengthening intervention supports to improve student academic outcomes.
2. 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 #2 is proud of its performance on the following state indicators:

- Suspension Indicator: earned a “blue”

Equitas Academy #2 is proud of its performance on the following local performance indicators included in the LCFF Evaluation Rubrics for which it has earned a “Met.”

- Basic
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey

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

For the Math Academic indicator, Equitas Academy #2 has earned an “orange.” Our school has adopted and implemented Eurkea Math curriculum, to ensure students receive rigorous standards-aligned materials. This year, our school has implemented an RTI block for academic intervention and Professional Development to improve instruction and student academic outcomes. Our Leadership Team in collaboration with our teachers review and analyze student achievement data including NWEA MAP assessments that are administered three times per year.

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 #2 did not have any state indicators for which performance in any student group with 2+ performance levels below the “all student” performance.

INCREASED OR IMPROVED SERVICES

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.

Equitas Academy #2 is working to increase the number of instructional assistants and paraprofessionals that focus on providing academic and social-emotional supports for unduplicated pupils. Services include:

- Academic intervention and support provided by classroom teach, instructional assistant, and Dean of Instruction
- Enrichment courses: Art, Music, & PE.

Culture Coordinators closely monitor and report absences/attendance records, suspensions/expulsions, referrals, truancy chronic absenteeism rates and suspensions.

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

\$ 4,928,722

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,577,960

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.

In addition to the expenses outlined in the Goals, Actions, and Services for 2017-18, Equitas Academy #2's budget includes funding for office staff, the food program, communications, consultants, and fees paid to the network office. Those fees cover the cost of staff and services (e.g. audit, legal, back office, general insurance) to support Equitas Academy #2.

\$3,707,484

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

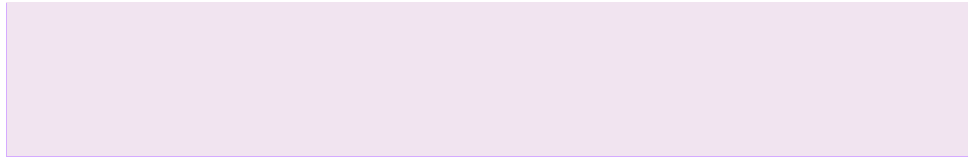
ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% Teachers will be appropriately credentialed and assigned.
2. Maintain ADA >95%.
3. Decrease Chronic Absenteeism rates by .5% annually.
4. Maintain MS Dropout rate: <1%
5. Will establish annual growth targets for CAASPP ELA & Math (schoolwide & by subgroup).
6. Will establish annual growth target for NWEA MAP Assessments in ELA & Math.
7. Course Access: Students will have access to all core subjects in addition to: PE, Art & Music

ACTUAL

1. 100% of teachers are appropriately credentialed and assigned.
2. Attendance Rates:
 - 2015-16: 96%
 - 2016-17: 97% (projected)
3. Chronic Absenteeism Rates:
 - 2015-16: 7%
 - 2016-17: 3% (projected)
4. MS Dropout Rates:
 - 2015-16: 0%
 - 2016-17: 0% (projected)
5. CAASPP Growth Target was established.
6. NWEA Growth Target: 80% of scholars will reach their growth



goal. by end of year.
 7. 100% of students have access to the following elective courses:
 PE, Art & Music.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

STAFFING/HUMAN RESOURCES

Equitas #2 will serve a total of 400 students in grades 5-8, providing a high quality Common Core aligned instructional program for all students. The following staff are instrumental in supporting the school’s college preparatory educational program:

1. Equitas #2 will employ 14 classroom teachers that will be appropriately credentialed and assigned for grades 5-8.
2. Equitas #2 will employ 4 Enrichment teachers.
3. Equitas #2 will employ 1 Apprentice Teacher to support classroom teachers and students.
4. The Special Education Department will provide services for Students with Disabilities, with a team that includes: 3 Special Education Teachers; 1 Special Education Assistant (aide); and 1 School Counselor.

ACTUAL

Equitas Academy currently serves 390 students in grades 5-8 and employs the following:

1. Equitas #2 employs 14 classroom teachers who are appropriately credentialed and assigned for grades 5-8.
2. Equitas #2 employs 4 Enrichment teachers.
3. Equitas #2 employs 1 Apprentice Teacher to support classroom teachers and students.
4. The Special Education Department provides services for Students with Disabilities, with a team that includes: 2 Special Education Teachers; and 1 School Counselor.
5. Equitas #2 Administrative Team includes:
 - School Director
6. Equitas #2 employs the following staff for its after-school academic and social enrichment program:
 - After-school Program Leader (9)

5. Equitas #2 Administrative Team will include:
 - School Director
 - Assistant Director
6. Equitas #2 will employ the following staff for its after-school academic and social enrichment program:
 - After-school Program Leader (9)
 - ASP Site Coordinator (1)
 - ASP Leader (1)
7. Equitas will employ 2 full-time Culture Coordinators whose role will be to monitor and track student attendance, truancy, suspensions, report to School Director and communicate with teachers and parents. In addition, the Culture Coordinator is also in charge of supervision of students during the school day.
8. Equitas #2 contracts the services of the home office for Director of Human Capital who verifies teachers credentials, CLAD certifications and ensures live scan are completed/documented in HR Files, and is in charge of recruitment of teachers/staff and screening applicants. Services include discussing salary, benefits, and Human Resources/Employee handbook.

- ASP Site Coordinator (1)
 - ASP Assistant Site Coordinator (1)
7. Equitas #2 employs 3 full-time Culture Coordinators whose role is to monitor and track student attendance, truancy, suspensions, report to School Director and communicates with teachers and parents. In addition, the Culture Coordinator is also in charge of supervision of students during the school day.
 8. Equitas #2 employed a Director of Human Capital until 2017. Job description and title was modified, and position was filled.

BUDGETED

2. 1000-1999 Certificated Salaries – LCFF S&C: \$52,000 Federal Revenue – Title I: \$110,638
- 2000-2999 Classified Salaries – Federal Revenue - Title I: \$58,000
- 3000-3999 Employee Benefits – LCFF S&C: \$66,191
3. 1000-1999 Certificated Salaries – LCFF S&C:

ESTIMATED ACTUAL

1. 14 classroom teachers – 1000-1999 Certificated Salaries – LCFF S&C: \$175,000 and LCFF Base: \$604,996
2. 4 Enrichment teachers – 1000-1999 Certificated Salaries – LCFF S&C: \$52,335 and 2000-2999 Classified Salaries – Title I: \$160,947

Expenditures

\$47,600 3000-3999 Employee Benefits – LCFF S&C \$14,280
 4. 1000-1999 Certificated Salaries – Other State Revenue: \$233,900
 2000-2999 Classified Salaries – Other State Revenue: \$26,400
 3000-3999 Employee Benefits – LCFF Base: \$78,090
 5. 1000-1999 Certificated Salaries – LCFF Base: \$102,500
 LCFF S&C: 83,000 3000-3999 Employee Benefits – LCFF Base: \$30,750
 LCFF S&C: 24,900
 6. 2000-2999 Classified Salaries – ASES: \$150,000
 LCFF S&C: \$4,860
 3000-3999 Employee Benefits – Other Local Revenue: \$46,458

3. 1 Apprentice Teacher – 2000-2999 Classified Salaries – LCFF S&C: \$45,983
4. 2 Special Education Teachers & 1 Counselor – 1000-1999 Certificated Salaries – Other Federal Funds: \$73,746 and Other State Revenues: \$145,413
5. School Director – 1000-1999 Certificated Salaries – LCFF Base: \$94,985
6. After School Staff – 2000-2999 Classified Salaries – Other State Revenues: \$110,665 and Other Local Revenues: \$44,306
7. 3 Culture Coordinators – 2000-2999 Classified Salaries – LCFF S&C: \$109,732
8. Director of Human Capital – 7000-7499 Other – LCFF Base: \$26,727

Action

2

PLANNED

STUDENT ENGAGEMENT

1. Equitas Academy #2 implements numerous strategies and opportunities to increase student engagement, they include:
 - Weekly Community Event
 - Back-to-School Night
 - Literacy Night
 - Math Night
 - Science Night

ACTUAL

1. Equitas Academy #2 implemented numerous strategies and opportunities to increase student engagement, they included:
 - Weekly Community Event
 - Back-to-School Night
 - Literacy Night
 - Math Night
 - Science Night
2. In addition, Equitas #2 hosted field trips tied to the curriculum to provide students with real-world experiences, and support a College Going Culture.

Actions/Services

2. In addition, Equitas #2 hosts field trips tied to the curriculum to provide students with real-world experiences, and support a College Going Culture.
 - LA Griffith Observatory
 - Los Angeles County Museum of Art (LACMA)
 - Museum of Tolerance (MOT)
 - Colleges/Universities: UCLA, UCI, USC, Loyola Marymount
3. All students have access to the following non-core and/or Enrichment courses:
 - Physical Education
 - Art
 - Music

- Girls Build L.A Field Trip to the Galen Center
- Heal The Bay Field Trip
- Heal The Bay Field Trip
- 7th Grade Joshua Tree National Park Camping Trip
- 6th Grade Santa Barbara Camping Trip
- 8th Grade Yosemite Valley Camping Trip
- 5th Grade Big Bear Camping Trip
- 6th Grade LaFayette Park Beautification
- 6th Grade North Central Animal Center

3. All students have access to the following non-core and/or Enrichment courses:
 - Physical Education
 - Music
 - Spanish
 - Health

BUDGETED

1. General Supply expense – costs not explicitly tracked.
2. Field Trips dependent on additional fundraising.
3. Expense already stated in Goal 1 – Staffing.

ESTIMATED ACTUAL

1. Weekly Community Events, Back-to-School, Literacy, Math, Science Nights – minimal expense and not tracked.
2. Field Trips – 5000-5999 Services and Other Operating Expenses – Other State Revenues: \$1,320; Other Local Revenues: \$142,008
3. Enrichment Courses – \$0, see Goal 1, Action 1, #2

Expenditures

Action

3

Actions/Services

PLANNED

ACTUAL

ASSESSMENTS

Equitas Academy #2 will implement the following Common Core aligned assessments for all students to measure student progress; monitor and measure growth targets; and will use results to measure program efficacy. In addition, the school's Administrative Team in collaboration with teachers will disaggregate, review, analyze and monitor assessment results to inform and improve instructional practice, identify each student's areas of strength; and growth.

1. Diagnostic Assessments in ELA, Math, Science & Social Studies.
2. Fountas & Pinnell Reading Assessments: Approximately every 6-8 weeks.
3. NWEA Measures of Academic Progress (MAP) in ELA & Math: 3 times/year.
4. Interim Performance Tasks: ELA & Math
5. Writing Assessments (Lucy Caulkins) by units with rubrics.
6. State-mandated assessments:
 - CAASPP in ELA/Math: Grades 5-8
 - CELDT for all ELL
 - CST Science: Grades 5 & 8
 - Physical Fitness Test: Grades 5 & 7

Equitas #2 implemented and administered the following assessments:

1. Diagnostic Assessments in ELA, Math, Science & Social Studies.
2. STAR Reading Assessments were adopted and administered in lieu of Fountas & Pinnell.
3. NWEA Measures of Academic Progress (MAP) in ELA & Math: 3 times/year.
4. Interim Performance Tasks: ELA & Math
5. Writing Assessments (Lucy Caulkins) by units with rubrics.
6. State-mandated assessments:
 - CAASPP in ELA/Math: Grades 5-8
 - CELDT for all ELL
 - Physical Fitness Test: Grades 5 & 7

BUDGETED

NWEA: 4000-4999 Books and Supplies, LCFF S&C: \$1,557

ESTIMATED ACTUAL

1. Diagnostic Assessments - \$0 – Teacher Created

Expenditures

	<ol style="list-style-type: none"> 2. Fountas & Pinnell – 4000-4999 Books and Supplies – LCFF S&C: \$5,868 3. NWEA – 4000-4999 Books and Supplies – LCFF S&C: \$5,975 4. Interim Assessments - 5000-5999 Services and Other Operating Expenses – LCFF S&C: \$2,192 5. Writing Assessments – no cost 6. State Mandated Assessments – 4000-4999 Books and Supplies – LCFF Base: \$275
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ANALYSIS

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.

The actions and services were implemented with fidelity and were found to be effective. This year was the first year with a consistent school Director.
 NWEA MAP results demonstrated gains in both ELA and Math this school year. Student attendance rates increased while chronic absenteeism rate declined. Student’s are assessed throughout the school year to monitor student achievement.

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

All classrooms were equipped with appropriately credentialed and assigned teachers. The addition of support staff and school culture resulted in the following:
 Attendance Rates:

- 2015-16: 96%
- 2016-17: 97% (projected)

Explain material differences between Budgeted Expenditures and Estimated Actual 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.

Chronic Absenteeism Rates:

- 2015-16: 7%
- 2016-17: 3% (projected)

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Teacher salaries were not included in the Budgeted Expenditures resulting in a material difference this year.
- Action 2: Additional expenditures resulted from the Costs of field trips.
- Action 3: Additional expenditures as a result of costs of additional assessment system: Fountas & Pinnell; NEWA, Interim Assessments, and state mandated assessments.

No changes will be made to this goal however, modifications will be made to the actions/services, and expected outcomes as a result of an analysis of student achievement data and an analysis of the LCFF Evaluation Rubrics/CA. Dashboard, in order to improve overall student outcomes.

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). (Aligns to WASC Action Plan #1,2,4,5)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of Teachers will have received Professional Development on CCSS ELA/ELD, Math and NGSS.
2. 100% of students will have access to Common Core aligned instructional materials.
3. Establish targets to increase % of ELL students that will make annual progress on CELDT based on 2015-16.
4. Establish targets to increase % of ELL that will attain English Proficiency based on 2015-16.
5. Establish reclassification rate based on newly revised (2015-16) Reclassification criteria.
6. Student to Computer/Device Ratio: 1:1

ACTUAL

1. 100% of teachers have received Professional Development on CCSS ELA/ELD, Math and NGSS.
2. 100% of students have access to standards aligned materials.
3. 2016-17: 45% of ELL advanced at least 1 Proficiency Level as measured by CELDT.
4. As a result of the elimination of the CELDT assessment for 2017-18; and the introduction of the ELPAC, developing growth targets will be established after the initial year of implementation.
5. 2016-17 Reclassification Rate: 21%
6. Student to Computer Ratio: 1:1

ACTIONS / SERVICES

Action

1

PLANNED

PROFESSIONAL DEVELOPMENT

Equitas Academy #2 will provide all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus for the 2016-17 school year:

- Common Core State Standards (CCSS) ELA/ELD Frameworks
- CCSS Math
- Next Generation Science Standards (NGSS)
- Eureka Math Curriculum
- Analyzing data
- Lesson Planning
- Reviewing student 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

Equitas Academy #2 invests tremendously in its faculty and provides ongoing Professional Development, onsite coaching, weekly classroom observations and feedback, and support from the School Director and Assistant Director in order to ensure teacher retention and a positive collaborative working environment. All teachers are also surveyed on an annual basis to gather input, feedback and

ACTUAL

Professional Development was provided to all teachers

- Common Core State Standards (CCSS) ELA/ELD Standards
- CCSS Math
- Next Generation Science Standards (NGSS)
- Eureka Math Curriculum
- Analyzing data
- Lesson Planning
- Reviewing student 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

In addition the following PD days/plan took place:

1. Provided 20 -days of Summer Professional Development for all teachers.
2. Provided 6 days of Professional Development on non-instructional days.
3. Provided weekly Professional Development for 2 hours (Fridays).
4. Provided weekly staff collaboration time for lesson planning by grade level/subject.
5. Provided Professional development opportunities through workshops, symposiums, conferences, visiting high performing school, for Principal and/or teachers to improve instructional

suggestions about the school's program, and gain insight on how to best support them.

1. Provide 20 -days of Summer Professional Development for all teachers.
2. Provide 6 days of Professional Development on non-instructional days.
3. Provide weekly Professional Development for 2 hours (Fridays).
4. Provide weekly staff collaboration time for lesson planning by grade level/subject.

Provide Professional development opportunities through workshops, symposiums, conferences, visiting high performing school, for Principal and/or teachers to improve instructional practice schoolwide

practice schoolwide

BUDGETED

Grade Level/ Department Lead Stipends – 1000-1999
Certificated Salaries – LCFF S&C: \$7,000
3000-3999 Employee Benefits: \$881
Salary expenses related to PD already stated in Goal 1 – Staffing.

ESTIMATED ACTUAL

1. Summer PD - \$0, see Goal 1, Action 1, #1
2. PD Days on non-instructional days - \$0, see Goal 1, Action 1, #1
3. Friday 2-hour PD - \$0, see Goal 1, Action 1, #1
4. Weekly Planning Time (Grade Level/Department Lead Stipends) – 1000-1999 Certificated Salaries – LCFF Base: \$4,000
5. PD opportunities – 5000-5999 Services and Other Operating Expenses – LCFF S&C: \$4,540

Expenditures

Action

2

Actions/Services

<p>PLANNED CURRICULUM</p> <p>Equitas Academy #2 provides every student with access to Common Core aligned curriculum that supports our school’s educational program that includes:</p> <ul style="list-style-type: none"> • Eureka Math • Leveled Libraries (for guided reading and reading blocks) • Lexia Learning • CGI Math • Mindfulness

<p>ACTUAL</p> <p>Equitas #2 purchased the following curriculum this school year:</p> <ul style="list-style-type: none"> • Eureka Math • Leveled Libraries (for guided reading and reading blocks) • Lexia Learning • CGI Math • Mindfulness • Dreambox (subscription)
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Expenditures

<p>BUDGETED</p> <p>4000-4999 Books and Supplies – LCFF Base \$32,000 LCFF S&C \$53,000</p>

<p>ESTIMATED ACTUAL</p> <p>Curriculum Purchases – 4000-4999 Books and Supplies – LCFF S&C: \$45,518</p>
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Action

3

Actions/Services

<p>PLANNED</p> <p><u>ELL/ELD PROGRAM</u></p> <p>Equitas Academy #2 will implement the following program to ensure all ELL’s are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD</p>

<p>ACTUAL</p> <p>Equitas Academy #2 implemented the following programs to ensure all ELL’s were provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school’s</p>

Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program:

1. CELDT Coordinator /teacher will administer CELDT assessment annually for all ELL students.
2. School Director & teachers as a PLC will analyze CELDT results and discuss student progress and routinely use data to:
 - Monitor the progress of ELL and Reclassified Students.
 - Determine the short and long-term needs of ELL students
 - Determine specific actions designed to accelerate language acquisition and learning for ELL students
3. CELDT administrator will reclassify students annually based on the school's reclassification criteria.
4. Implement teacher-created ELD curriculum and provide additional academic support during the daily mastery intervention block.
5. Provide a program to support "new arrivals" that includes daily, dedicated and integrated ELD instruction (when applicable).
6. Both Enrichment and Reading teachers will provide Integrated ELD (academic language development across all disciplines), using GLAD/ SDAIE strategies; through push-in/pullout and small group instruction.

ELL/ELD Program:

1. CELDT Coordinator /teacher administered the CELDT assessment for all ELL students.
2. School Director & teachers as a PLC analyzed CELDT results and discussed student progress and routinely used data to:
 - Monitor the progress of ELL and Reclassified Students.
 - Determine the short and long-term needs of ELL students
 - Determine specific actions designed to accelerate language acquisition and learning for ELL students
3. CELDT administrator reclassified students based on the school's reclassification criteria.
4. Implemented teacher-created ELD curriculum and provided additional academic support during the daily mastery intervention block.
5. Provided a program to support "new arrivals" that included daily, dedicated and integrated ELD instruction (when applicable).
6. Both Enrichment and Reading teachers provided Integrated ELD (academic language development across all disciplines), using GLAD/ SDAIE strategies; through push-in/pullout and small group instruction.
7. Implemented ELL supports that focused on the following:
 - Increased reclassification rates
 - Increase % of ELL Students meeting English Proficiency as measured by CELDT
 - Increase number of ELL students improving by 1 Performance Level on CELDT, annually.

Equitas #2 was part of a consortium for its EL program, and a

7. Implement ELL supports that focus on the following:
- Increased reclassification rates
 - Increase % of ELL Students meeting English Proficiency as measured by CELDT
 - Increase number of ELL students improving by 1 Performance Level on CELDT, annually.

consultant was hired.

BUDGETED

ELD Coordinator Stipend – 1000-1999 Certificated Salaries - LCFF S&C: \$1,000

3000-3999 Employee Benefits – LCFF S&C: \$126

ESTIMATED ACTUAL

1. CELDT Coordinator – 1000-1999 Certificated Salaries – LCFF Base: \$1,000
2. CELDT Analysis - \$0, See Goal 1, Action 1, #1 and #5
3. EL Reclassification - \$0, See #1 above
4. Teacher Created ELD Curriculum (Brainpop) – 4000-4999 Books and Supplies – Source: \$667
5. Program to Support New Arrivals - \$0, See Goal 1, Action 1
6. Integrated ELD - \$0, See Goal 1, Action 1
7. ELL Supports - \$0, See Goal 1, Action 1

Expenditures

Action

4

Actions/Services

PLANNED

SPECIAL EDUCATION

Equitas Academy Charter School #2 is the recipient of

ACTUAL

Equitas Academy Charter School #2 is the recipient of the LAUSD Option 3 SELPA Grant, which provided funding for an

Expenditures

the LAUSD Option 3 SELPA Grant, which provides funding for an ELD Specialist to work with Students with Disabilities who are ELL, at risk for LTEL and/or are LTEL, who have not been redesignated to provide direct coaching/instruction for these students.

ELD Specialist to work with Students with Disabilities who are ELL, at risk for LTEL and/or are LTEL, who have not been redesignated to provide direct coaching/instruction for these students.

BUDGETED
Expense TBD. Grant-funded position will be shared with 4 other organizations. The fiscal agent for the purposes of receiving the grant and hiring the ELD specialist is being determined.

ESTIMATED ACTUAL
No cost.

Action

5

Actions/Services

PLANNED

TECHNOLOGY

Equitas Academy #2 provides all students with enriching learning experiences that includes the use of technology and technology devices to access digital tools; improve learning outcomes, improve technology/digital literacy skills and prepare students for online CAASPP assessments.

1. Leasing 114 Chromebooks to implement a 1:1 Student to device ratio. 5 staff computers, 4 technology carts to hold all student computers, and 4 Elmos.
2. Subscription to web-based curricular programs (See Curriculum section).

ACTUAL

Equitas #2 purchased/leased the following technology devices:

1. Leasing 114 Chromebooks to implement a 1:1 Student to device ratio. 5 staff computers, 4 technology carts to hold all student computers, and 4 Elmos.
2. Subscription to web-based curricular programs (See Curriculum section).

Expenditures

	BUDGETED	ESTIMATED ACTUAL
	<p>Technology Lease: 5000-5999 Services and Operating Expenses - LCFFS&C: \$24,000</p> <p>Elmos: 4000-4999 Books and Supplies – LCFF S&C: \$1,000</p>	<ol style="list-style-type: none"> 1. Chromebooks Lease – 5000-5999 Services and Other Operating Expenses – LCFF S&C: \$11,266; Staff Computers & Technology Carts - Capital Outlay – LCFF S&C: \$16,750; and Elmos – 4000-4999 Books and Supplies – LCFF S&C: \$2,671 2. Web-Based Curricular Programs - \$0, see Goal 2, Action 2

Action

6

Actions/Services

	PLANNED	ACTUAL
	<p><u>ACADEMIC INTERVENTION</u></p> <p>Equitas Academy #2 closely monitors the academic progress of all students including subgroups. Students who struggle academically are provided with:</p> <ol style="list-style-type: none"> 1. Additional academic support by a credentialed teacher and/or an instructional assistant under the supervision of a credentialed teacher. 2. Small group instruction during classroom instruction. 3. Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math. 	<p>Equitas Academy #2 closely monitors the academic progress of all students including subgroups. Students who struggle academically were provided with:</p> <ol style="list-style-type: none"> 1. Additional academic support by a credentialed teacher and/or an instructional assistant under the supervision of a credentialed teacher. 2. Small group instruction during classroom instruction. 3. Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math.

Expenditures

BUDGETED
Teacher salaries related to intervention already stated in Goal 1 – Staffing.

ESTIMATED ACTUAL

1. Additional Academic Supports - \$0, See Goal 1, Action 1, #1
2. Small Group Instruction - \$0, See Goal 1, Action 1, #1
3. Daily RTI - \$0, See Goal 1, Action 1, #1

ANALYSIS

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.

The actions and services were implemented with fidelity and were highly effective. The focus this year was on consistency, since there has been a significant teacher and principal turnover, which affects school culture and student outcomes. There was also a focus on strengthening our ELD Program for EL. Additionally, our Special Education Program via LAUSD’s Option 3, supported the academic needs of our SPED students who are also ELL. Implementation of an Rtl daily block of instruction serves as intervention to provide students who struggle academically with support. Increasing the technological literacy of our scholars has improved their ability to access web-based resources, assessment and prepares them for the digital skills needed in the 21st century.

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

Based on the actions and services that have been implemented:

- Student to Device ratio is 1:1
- 100% of students have access to standards-aligned curriculum.
- Rtl Block: 20-60 minutes for academic intervention

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Additional expenses as a result of teacher stipends
- Action 2: Actual costs for curriculum were less than budgeted.
- Action 3: Additional expenses were incurred for technology devices than budgeted.

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.

No changes will be made to this goal however, modifications will be made to the actions/services, and expected outcomes as a result of an analysis of student achievement data and an analysis of the LCFF Evaluation Rubrics/CA. Dashboard, in order to improve overall student outcomes.

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Maintain suspension rates 3% or below.
2. Maintain expulsion rate <1%.
3. Annual FIT Report Score of "Good."
4. At least 60% of student respondents will agree that the school provides a safe learning environment as measured in the annual student survey.
5. At least 60% of parent respondents will be satisfied with the school's

ACTUAL

1. Suspension Rates:
 - 2015-16: 3%
 - 2016-17: 0%
2. Expulsion Rates:
 - 2015-16: 1%

- program as measured in the annual parent survey.
6. Equitas #2 will host at least 4 Cafecitos annually to increase parent engagement & participation.
 7. Parent input in decision-making will take place in SSC and ELAC meetings.

- 2016-17: 0%
3. 2016-17 FIT Score: Exemplary
 4. 88% of Scholars stated they feel they get the support adults at the school; and 77% feel a sense of belonging at the school.
 5. Parent survey results: 96% of respondents stated they were satisfied with the school's program.
 6. Equitas #2 has hosted 4 Cafecitos.
 7. Equitas #2 has hosted both SSC and ELAC meetings with parent participation.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED
SCHOOL CLIMATE

1. Implement Tiered Behavior System schoolwide. All student 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.
2. 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,

ACTUAL

The following was implemented to ensure Equitas #2 provided all students and staff with a positive school climate.

1. Implemented Tiered Behavior System schoolwide. All student 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 are recognized at the Schoolwide Award Assembly,
2. All teachers received extensive training on implementing **Mindfulness** techniques with students, which is now a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and

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

3. In order to ensure a positive school climate, the Assistant School Director and Director of Strategic Growth are in charge 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.
4. Equitas #2 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
5. Provide After-school social enrichment program that includes Clubs and Organizations that are run by the site coordinator.

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.

3. In order to ensure a positive school climate, the Director of Strategic Growth is 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.
4. Equitas #2 hosted schoolwide events that supported a positive learning environment. They included:
 - School Dance (2)
 - Weekly Schoolwide Assembly based on the school’s Core Values
 - Awards for Perfect Attendance
5. Provided After-school social enrichment program that included Clubs and Organizations that were run by the site coordinator.

BUDGETED

Kickboard (TBS): 5000-5999 Services and Operating Expenses – LCFF S&C: \$2,900

ESTIMATED ACTUAL

1. Tiered Behavior System (Kickboard) – 5000-5999 Services and Other Operating Expenses – LCFF S&C: \$3,990
2. Mindfulness PD - \$0, See Goal 2, Action 1, #5
3. Director of Strategic Growth - 7000-7499 Other – LCFF Base: \$38,318
4. Schoolwide events – Minimal expense and not tracked.
5. After School Program - \$0, See Goal 1, Action 1, #6

Expenditures

Actions/Services

PLANNED	ACTUAL
<p><u>FACILITY/SAFETY</u></p> <ol style="list-style-type: none"> 1. Costs for 3 full-time janitorial staff to provide services to maintain a clean and safe school site. In addition, ensure facilities repairs/maintenance are documented and completed. 2. Equitas #2 will employ 1 full-time School Safety Coordinator whose role includes supporting all school safety across campus. 3. Director of Operations will ensure the school site will complete an annual Facility Inspection (FIT) Report and ensure any outstanding findings are addressed and completed. Results from FIT report will be documented in the school’s annual SARC Report and LCAP. 4. Equitas #2 provides students with a safe, and clean school facility site with 14 classrooms, 2 resource rooms, a multipurpose room, office space, and outside playground. 	<ol style="list-style-type: none"> 1. Costs for 3 full-time janitorial staff who provided services to maintain a clean and safe school site. In addition, ensure facilities repairs/maintenance were documented and completed. 2. Equitas #2 employs 1 full-time School Safety Coordinator whose role includes supporting all school safety across campus. 3. Director of Operations ensured that the school site would complete an annual Facility Inspection (FIT) Report and ensured any outstanding findings were addressed and completed. Results from FIT report were documented in the school’s annual SARC Report and LCAP. 4. Equitas #2 provided students with a safe, and clean school facility site with 14 classrooms, 2 resource rooms, a multipurpose room, office space, and outside play space.

Expenditures

BUDGETED	ESTIMATED ACTUAL
<ol style="list-style-type: none"> 1. 2000-2999 – Classified Series - LCFF Base \$74,750 3000-3999 – LCFF Base: \$22,425 2. 2000-2999 Classified Salaries – LCFF Base: \$9,720 3000-3999 Employee Benefits – LCFF Base: \$2,916 3. 7000-7499 Other – LCFF Base: \$50,545 4. 5000-5999 Services and Operating Expenses – 	<ol style="list-style-type: none"> 1. Janitorial Staff – 2000-2999 Classified Salaries – LCFF Base: \$70,309 2. School Safety Coordinator – 2000-2999 Classified Salaries – LCFF Base: \$11,127 3. Director of Operations - 7000-7499 Other – LCFF Base:

Other State Revenue: \$284,648 LCFF Base:
\$100,352

\$38,989

4. Facility – 5000-5999 Services and Operating Expense –
Other State Revenues: \$251,213 and LCFF Base: \$83,827

Action

3

PLANNED

PARENT ENGAGEMENT: PARENT AS PARTNERS

1. Equitas #2 will host monthly “Cafecitos” with parents to address schoolwide topics including but not limited to:
 - Issues generated by parent requests
 - LCAP
 - Character Development
2. Host the following family Nights:
 - Literacy Night
 - Math Night
 - Science Night
 - Back-to-School Night
3. Parent-teacher conferences will take place 2 times/year.
4. Administer parent surveys on an annual basis to measure parent satisfaction, gather feedback about the school’s program and parent needs, develop future topics for workshops, and ensure parent input/requests are addressed.

ACTUAL

1. Equitas #2 hosted monthly “Cafecitos” with parents and addressed schoolwide topics including but not limited to:
 - Issues generated by parent requests
 - LCAP
 - Character Development
2. Equitas #2 hosted the following family Nights:
 - Literacy Night
 - Math Night
 - Science Night
 - Back-to-School Night
3. Parent-teacher conferences took place 2 times this year.
4. Parent surveys were administered to measure parent satisfaction, gather feedback about the school’s program and parent needs, develop future topics for workshops, and ensure parent input/requests are addressed.

Actions/Services

Expenditures

BUDGETED
General Supply Expense. Not explicitly tracked.

ESTIMATED ACTUAL
1. Cafecitos – Minimal expense and not tracked.
2. Family Nights – Minimal expense and not tracked.
3. Parent-teacher conference - \$0, See Goal 1, Action 1, #1
4. Parent Surveys – \$0, See Goal 1, Action 1

Action

4

Actions/Services

PLANNED
PARENT INPUT/DECISION-MAKING
1. Host English Language Advisory Committee (ELAC) meetings to address the school’s Title ELL/Migrant Program; to address the ELD program and develop methods to support ELL students.
2. Host School Site Council (SSC) meetings to address the school’s Title I program, and the academic support programs to increase ELA & Math student academic achievement.

ACTUAL
1. Equitas #2 hosted English Language Advisory Committee (ELAC) meetings to address the school’s Title ELL/Migrant Program; to address the ELD program and develop methods to support ELL students.
2. Equitas #2 hosted School Site Council (SSC) meetings to address the school’s Title I program, and the academic support programs to increase ELA & Math student academic achievement.

Expenditures

BUDGETED
General Supply Expense. Not explicitly tracked.

ESTIMATED ACTUAL
1. ELAC – Minimal expense and not tracked.
2. SSC – Minimal expense and not tracked.

ANALYSIS

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 were implemented with fidelity and found to be effective. All teachers were provided with Professional Development on mindfulness. 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.

Our school has continued to implement" Cafecitos:" with parents as a venue to address parent concerns; and discuss schoolwide issues. Our school hosted various schoolwide events: Math Night, Literacy Night, Science Night, and Back-to-School Night which generated high parent participation.

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

A tiered behavior system was implemented this year, where students earn "scholar dollars" for exuding positive behavior and exemplifying the school's core values. As a result a total of 80-90% of students qualified and earned Scholar Dollars. A positive school culture, high level of expectations of all students, in combination with a tier behavior system resulted in the following declines:

Suspension Rates:

- 2015-16: 3%
- 2016-17: 0

Expulsion Rates:

- 2015-16: 1%
- 2016-17: 0%

Explain material differences between Budgeted Expenditures and Estimated Actual 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 following is the material difference between Budgeted Expenditure and Estimated Actual Expenditures:

- Action 1: Additional expense: Director of Strategic Growth
- Action 2: Actual budgeted expenditures is less than budgeted expenditures.

No changes will be made to this goal however, modifications will be made to the actions/services, and expected outcomes as a result of an analysis of student achievement data and an analysis of the LCFF Evaluation Rubrics/CA. Dashboard, in order to improve overall student outcomes.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

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?

The School Director consulted with all stakeholders in the LCAP annual review and analysis in the following list of meetings this school year:

- Staff Meeting: Monthly
- Parent: Cafecitos (Monthly)
- School Site Council: 6 times/year
- ELAC: times/year
- Assemblies: weekly
- Surveys: Teachers, Students and Parent

Board approval will be on Saturday, June 24, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Based on the consultations this school year, the following is a list of feedback our Principal received from stakeholders:

- Parents would like to see “regular school updates,” and “Minutes from Cafecitos” on the school’s website
- Parents would like to see team sports at the school
- Parents stated they would like the following to continue: Cafecitos, Family Nights, Monthly Meetings after school, Saturday Academy, Parent/Teacher Conferences.
- Parents would like to see an after-school tutoring program.
- Teachers would like a more manageable workload, in order to increase teacher retention.
- Teachers would like opportunities to participate in peer observations and attend professional development outside of the network that focus on specific strategies.
- Teachers would like ongoing mentoring, coaching and feedback to continue in order to improve their practice in the classroom.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New Modified Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 5-8	-14.5 DFL3	-4.5 DFL3	+0.5 DFL3	+5.5 DFL3
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 5-8	-53.2 DFL3	-43.2 DFL3	-33.2 DFL3	-23.2 DFL3
Increase Attendance rate:	97%	>96%	>96%	>96%
Decrease Chronic Absenteeism rate: (1% decline annually)	3%	2.5%	2%	<2%
Maintain Middle School Dropout Rate:	0%	<1%%	<1!%	<1%

Administer Facility Inspection Tool (FIT): Score Good or Better	Good	Good	Good	Good
Decrease % of Grade 5 students “at-risk HFZ” annually:	10.8%/30.4%	5%/25%	0%/20%	0%/15%
Decrease % of Grade 7 students “at-risk HFZ” annually:	31.5%/29.2%	26%/24%	21%/19%	16%/14%
Course Access: 100% of students will have access to: PE, Art and Music.	NA	NA	NA	Baseline

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]_____

Location(s) All schools Specific Schools:_____ Specific Grade spans:_____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools:_____ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Longer Teacher Year & Instructional Day (Teacher Supports)

Equitas Academy #2 will employ 14 Classroom Teachers who are appropriately credentialed and assigned.

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 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 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 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 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.

BUDGETED EXPENDITURES

2017-18

Amount

\$183,085

Source

LCFF S&C

Budget Reference

1000-1999 Certificated Salaries;
Teacher Salaries

Amount

\$47,474

Source

LCFF S&C

Budget Reference

3000-3999 Employee Benefits;
Teachers

Amount

\$594,555

Source

LCFF Base

Budget Reference

1000-1999 Certificated Salaries;
Teacher Salaries

Amount

\$154,168

Source

LCFF Base

Budget Reference

3000-3999 Employee Benefits;
Teachers

2018-19

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

ASSESSMENTS

In addition, to following state-mandated assessments (CAASPP ELA & Math: Grades 5-8; CELDT: Initial only; ELPAC: ELL scholars only; CA Science Test: Grade 5, 8; and Physical Fitness Test: Grade 5, 7), Equitas Academy #2 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.

- Fountas & Pinnell Reading assessments

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

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BUDGETED EXPENDITURES

2017-18

Amount	\$5,800
Source	LCFF S&C
Budget Reference	4000-4999 Books and Supplies; Fountas & Pinnell
Amount	\$6,000
Source	LCFF S&C
Budget Reference	4000-4999 Books and Supplies; NWEA
Amount	\$2,200
Source	LCFF S&C
Budget Reference	4000-4999 Books and Supplies; Illuminate Assessments

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

ACADEMIC INTERVENTIONS

To support Equitas Academy #2's program of academic interventions, our team includes a Chief Academic Officer (network position), the School Director, and a Dean.

The following outlines how Equitas Academy #2 assesses scholars for intervention and a description of the types of intervention strategies that will be implemented. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs for unduplicated pupils.

1. Administer diagnostic assessments that are grade/age appropriate using F&P Reading & Writing Assessment.
2. NWEA MAP Assessments in ELA & Math are administered 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 our students are acquiring the skills outlined in the California Content Standards.
4. Based on an analysis of data, students are placed 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.

<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 Apprentice Teacher under the supervision of the School Director.</p> <p>8. Small group instruction during classroom instruction.</p> <p>9. Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.</p>		
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BUDGETED EXPENDITURES

2017-18

Amount	\$62,333
Source	LCFF S&C
Budget Reference	7311 – Network Fee (CAO)
Amount	\$75,000
Source	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries; Dean
Amount	\$19,448

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	

Source	LCFF S&C	Source		Source	
Budget Reference	3000-3999 Employee Benefits	Budget Reference		Budget Reference	
Amount	\$97,850	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	1000-1999 Certificated Salaries (School Director)	Budget Reference		Budget Reference	

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

AFTER SCHOOL PROGRAM

Equitas Academy provides an after school academic and social enrichment program led/facilitated by the following staff:

- ASP Site Coordinator
- ASP Assistant Site Coordinator
- After School Program Leaders

BUDGETED EXPENDITURES

2017-18

Amount

\$145,304

2018-19

Amount

2019-20

Amount

Source	ASES	Source		Source	
Budget Reference	2000-2999 Classified Salaries; ASP Staff	Budget Reference		Budget Reference	
Amount	\$30,078	Amount		Amount	
Source	ASES	Source		Source	
Budget Reference	3000-3999 Employee Benefits; ASP Staff	Budget Reference		Budget Reference	

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Student Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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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 social-emotional supports as outlined in the scholar's IEP:

- 2 RSP Teachers
- 1 School Counselor
- 1 Psychologist
- Speech Pathologist (contracted)
- Occupational Therapist (contracted)

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BUDGETED EXPENDITURES

2017-18

Amount	\$74,054
Source	Other Federal Funds
Budget Reference	1000-1999 Certificated Salaries; SPED Staff
Amount	\$68,546
Source	Other State Revenue
Budget Reference	1000-1999 Certificated Salaries; SPED Staff
Amount	43,438
Source	Other State Revenue
Budget Reference	3000-3999 Employee Benefits; SPED Staff
Amount	67,333
Source	Other State Revenue
Budget Reference	5000-5999 Services and Operating Expenditures; Contracted SPED

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

SOCIAL-EMOTIONAL SUPPORTS

The Equitas Academy #2 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.

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. This program will be led by 2 Culture Coordinators and the school's Dean.

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.

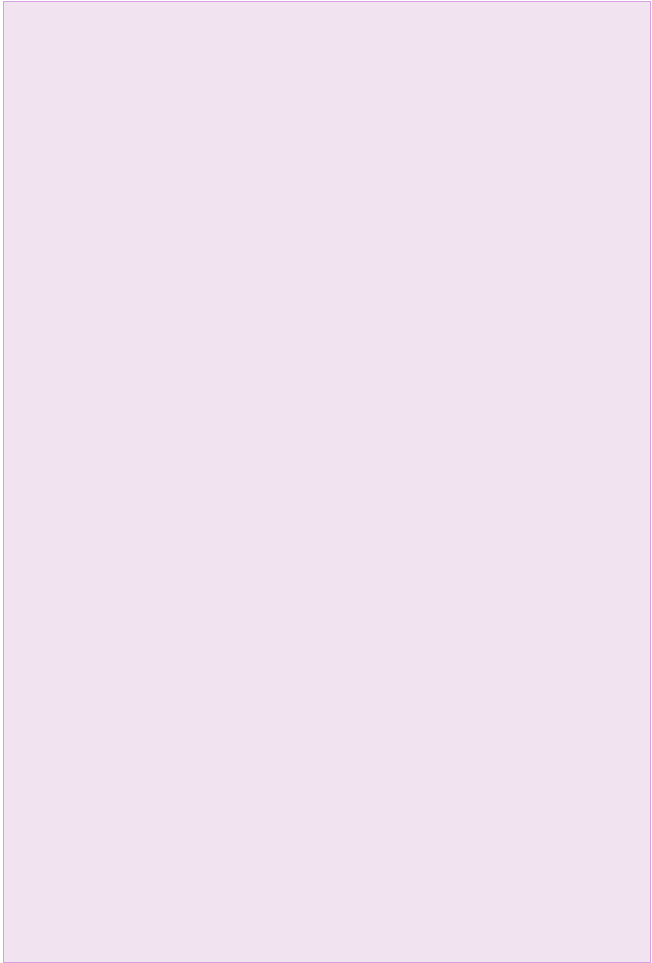
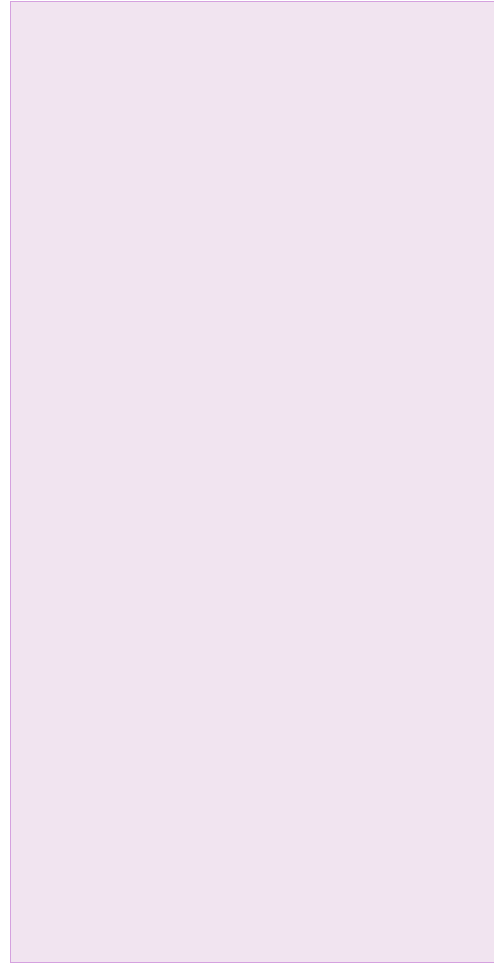
Community Circle: Justice, fairness, and equity also are important values infused throughout the school culture and rituals. Through studying nonviolent social movements for justice, learning strategies for problem

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 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 to provide Enrichment courses.

Course Access: PE, Art & Music.



BUDGETED EXPENDITURES

2017-18

Amount

\$27,405

Source

LCFF S&C

Budget Reference

2000-2999 Classified Salaries;
Enrichment Teachers

2018-19

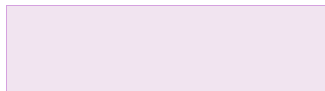
Amount



Source



Budget Reference

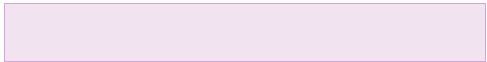


2019-20

Amount



Source



Budget Reference



Amount	\$82,280	Amount		Amount	
Source	LCFF S&C	Source		Source	
Budget Reference	2000-2999 Classified Salaries; Culture Coordinators	Budget Reference		Budget Reference	
Amount	\$66,824	Amount		Amount	
Source	LCFF S&C	Source		Source	
Budget Reference	3000-3999 Employee Benefits	Budget Reference		Budget Reference	

Action **7**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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 site.
2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services.
3. Director of Operations will complete an annual

Facility Inspection Tool (FIT); and make all necessary improvements as required.

BUDGETED EXPENDITURES

2017-18

Amount

\$288,000

Source

Other State Revenue

Budget Reference

5000-5999 Services and Operating Expenses; Rent

Amount

\$46,950

Source

LCFF Base

Budget Reference

5000-5999 Services and Operating Expenses; Rent

Amount

\$82,215

Source

LCFF Base

Budget Reference

2000-2999 Classified Salaries; Housekeeping Staff

Amount

\$17,109

Source

LCFF Base

Budget Reference

3000-3999 Employee Benefits; Housekeeping Staff

2018-19

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

New Modified Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 MEASURABLE 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%
% of teachers that will implement state standards for all students including EL access to CCSS & ELD.	100%	100%	100%	100%
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%
Increase percentage of EL who advance at least 1 Proficiency Level (CELDT):	45%	50%	Baseline - ELPAC	Establish AMO
Increase English Learner reclassification rate: *2016-17: only 6 EL in EA/ADV (CELDT)	21%	>10%*	Baseline - ELPAC	Establish AMO

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

PROFESSIONAL DEVELOPMENT

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:

- Common Core State Standards (CCSS) ELA/ELD Frameworks
- CCSS Math
- Next Generation Science Standards (NGSS)

<ul style="list-style-type: none"> • 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 <p>2. Members of our teaching staff and/or Leadership team plan to attend professional development conferences such as the BES LENS program.</p>		
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	10,000	Amount		Amount	
Source	LCFF S&C	Source		Source	
Budget Reference	5000-5999 Services and Operating Expenses	Budget Reference		Budget Reference	

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

ELD PROGRAM

Equitas Academy #2 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 principal and teachers will review, analyze and closely monitor the academic

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.

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BUDGETED EXPENDITURES

2017-18

Amount	\$1,000
Source	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries; CELDT Stipend

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

CURRICULUM

Every scholar has access to standards-aligned curriculum. Equitas Academy #2 will purchase the following additional curriculum and/or supplemental instructional materials:

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

- LLI

BUDGETED EXPENDITURES

2017-18

Amount

\$35,000

Source

LCFF S/C

Budget
Reference

4000-4999 Books and Supplies –
Supplemental Curriculum

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action **4**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

TECHNOLOGY

In order to provide all scholars with access to digital media, our school will implement the following:

1. Purchase the following technology devices: 15 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.

BUDGETED EXPENDITURES

2017-18

Amount	\$4,200
Source	LCFF Base
Budget Reference	4000-4999 Books and Supplies; Chromebooks
Amount	\$30,769
Source	LCFF Base
Budget Reference	7311 Network Fee (IT Specialist)

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]_____

Location(s) All schools Specific Schools:_____ Specific Grade spans:_____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools:_____ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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 beyond the classroom through field trips aligned to the content standards that include:
 - LA Griffith Observatory
 - Los Angeles County Museum of Art (LACMA)
 - Museum of Tolerance (MOT)
 - Colleges/Universities: UCLA, UCI, USC, Loyola Marymount

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

2017-18

Amount	\$5,000
Source	LCFF S/C
Budget Reference	5000-5999 Services and Operating Expenses; Field Trips

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

COURSE ACCESS:

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$149,250

Amount

Amount

Source Title I

Source

Source

Budget
Reference

2000-2999 Classified Salaries;
Enrichment Teachers

Budget
Reference

Budget
Reference

New Modified Unchanged

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 1 2 3 4 5 6 7 8COE 9 10

LOCAL _____

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 MEASURABLE 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
Decrease suspension rates annually by 1%:	0%	<2%	<2%	<2%
Maintain expulsion rates:	0%	<1%	<1%	<1%
Administer parent, student & teacher survey to measure sense of safety and school connectedness.	Met	Met	Met	Met

PLANNED ACTIONS / SERVICES

Action
n **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

SCHOOL CLIMATE & SAFETY

Equitas Academy #2 will implement the following actions and services to ensure all scholars are provided with a safe, 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 student 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 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, Culture Coordinator is in charge 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

• Other student celebrations		
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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$4,380	Amount		Amount	
Source	LCFF S/C	Source		Source	
Budget Reference	5000-5999 Services and Operating Expenses; Kickboard	Budget Reference		Budget Reference	

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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PARENT INPUT IN DECISION-MAKING

At Equitas Academy #2, parent input in decision-making will take place through the following:

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

The School Director is responsible for organizing these meetings and Equitas #2 teachers and classified staff participates on the committees.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$0	Amount		Amount	
Source		Source		Source	
Budget Reference	Salaries, See Goal 1, Action 1 and 3	Budget Reference		Budget Reference	

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

OPPORTUNITIES FOR PARENT PARTICIPATION

Equitas Academy #2 provides the following opportunities to engage parents as partners in their child’s education. They include:

1. Host “Cafecitos” to address schoolwide 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

<p>3. Administer an annual parent survey.</p> <p>4. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.</p>		
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,386	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	7311 – Network Fee (Website)	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 818,115

Percentage to Increase or Improve Services:

28.34 %

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](#)).

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 is provided by the Dean and Apprentice Teacher under the leadership of the CAO.
- Goal 1, Action 6: Social-emotional supports using a tiered model, with Second Step curriculum, led by the 2 Culture Coordinators and the school's dean; students have access to enrichment courses such as art and music.
- Goal 2, Action 2: Professional development on ELD Standards, differentiation, SST/RTI, Mindfulness 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 Coordinators to closely monitor attendance rates, choric 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.