

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
EQUITAS ACADEMY CHARTER SCHOOL #2	Malka Borrego, Executive Director	mborrego@equitasacademy.org 213.201.0440

2017-20 Plan Summary

The Story

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

Equitas Academy #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 390 scholars 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: 98% Hispanic, 1% African American, of which 13% are Students with disabilities; 17% English Language Learners; and 97% 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 scholars.

Specifically:

- We hold high academic and behavioral expectations for every student.
- We engage and grow competent and experienced school leadership and staff.
- We offer a rigorous academic program with intentional student supports.
- We provide clear standards, research-proven curriculum and frequent assessments.
- 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:

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

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

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

Review of Performance

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

Greatest Progress

Equitas Academy #2 is proud of its “green” performance level on the following State Indicators:

- Suspension Rate
- English Language Arts CAASPP

At Equitas Academy, we strive to maximize in-class instructional time for all of our scholars. Teachers use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges-loss of five minutes of free play, etc.) before resorting to more serious consequences-subtracting a scholar dollar, sent to the office, parent called. Our discipline system includes tracking student behavior in order to illuminate patterns in individual and groups of students’ behaviors. We want to create a positive environment that celebrates students’ positive behaviors as well as supports students to meet the school’s expectations. In addition to classroom supports, Equitas Academy 2 employs a full-time Office Coordinator whose role is to monitor and track student attendance, truancy, suspensions, report to School Director and communicate with teachers and parents. Our consistent Schoolwide Implementation of Positive Behavioral Supports including Restorative Justice practices has resulted in a school-wide decline of suspension rates of 1.1% overall.

All sub-group performance increased significantly by 15 points or more on the 2016-2017 SBAC ELA. Students with Disabilities increased by 26.2 points from the previous year, and Students who were designated English Learners increased by 25.7 points. The “Five-by-Five” School Dashboard on the ELA Indicator suggests that while the achievement levels of these subgroups remain a concern, their growth is extremely encouraging. We attribute our ELA gains to our direct-instruction program, which 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.

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

Greatest Needs

Equitas Academy #2 earned a “red” performance level for the English Learner Progress State Indicator.

In terms of English Language Learner reclassification rates, our school (**29.4%**) has outpaced both our surrounding schools (**17.1%**) as well as the District overall (**16.8%**). Our percentage of Long-Term English Learners (**7.4%**) is significantly lower than both surrounding schools (**17.1%**) and the District overall (**8.3%**), and our percentage of Reclassified Fluent English Proficient (**82.1%**) exceeds both surrounding schools (**60.7%**) and the District overall (**50.7%**).

In fall of 2017 Equitas Academy updated its EL Master Plan in recognition of the new statewide ELD Standards as well as the transition from CELDT to ELPAC. Prior to this update Equitas Academy 2 had identified reclassification rates as a Goal through its Schoolwide Learner Outcomes (SLO) Action Planning via WASC Accreditation, as well as its LCAP Goals, Actions and Services. The identified year 1 Growth Goal was to increase reclassification rates by 21%, and 10% annually thereafter (until a new baseline is established with ELPAC in 2018).

To reach this goal the school had planned to 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 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/ELPAC Coordinator administers CELDT/ELPAC assessment annually for all ELL students.
2. School Director & teachers as a PLC analyze CELDT/ELPAC 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/ELPAC administrator teacher reclassify students annually based on the school’s reclassification criteria.

We believe in providing support structures to ensure EL scholars meet mastery. We are organized some support structure to facilitate student learning and include the following:

1. Fluency and Decoding Groups—These groups will offer a systematic phonemic awareness and phonics instruction necessary to accelerate students to grade-level appropriate fluency and decoding skills. Students will be initially assigned to these groups based on assessment data and will be frequently assessed to monitor progress and make changes as appropriate.
2. Intervention Groups—In addition to the fluency and decoding groups, students needing additional assistance in other areas may be assigned to RTI sessions based on a specific need and will remain in the group until the deficiency is remediated. These groups may focus on a variety of specific skills/standards, will vary throughout the year, and may also be offered before, during, or after the school day.

3. Reading Groups - Our daily guided reading groups are the only classes where students will be grouped by ability. These groupings will allow the most struggling readers to work in the smallest possible groups and teachers to focus on remediating specific skill deficits in order to effectively and efficiently accelerate the fluency, decoding, vocabulary, and comprehension skills of all students. These groups will also allow the most advanced readers to continue to excel, as they may reach beyond grade-level content into material that best meets their advanced needs. Students' reading achievement will be assessed frequently, and students may be moved at six-week intervals in order to ensure they are being instructed with books at the appropriate level.

4. ELD Strategy Training for teachers to imbed in their instruction. Teachers meet weekly for professional development, with many of the professional development topics helping teachers to meet the needs of English Learners. Several topics have included Academic Discourse, Turn and Talks, College Ready Reading, Vocabulary + Visual Anchors, Unit Unpacking, and more.

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 earned an "orange" for the Students with Disabilities subgroup for the English Language Arts State Indicator, two levels below the "all student" overall performance of "green."

As a result this school year, our school has implemented the following:

- Equitas Academy 2 has hired an Academic Coordinator in addition to its 2 RSP Teachers to increase the level of out-of-classroom instructional support to our scholars.
- The Network has hired a School Psychologist as a shared service/support for student evaluations, counseling and behavioral supports.
- The Network has hired a Dean of Student Services as a shared service/support for student counseling and life-skills supports.
- The Network has partnered with California Hospital - Alliant Health to provide push-in psychological services for students dealing with the effects of trauma.
- The Network has budgeted for a Special Education Director to coordinate the various evaluations, services and supports for scholars across the network of schools.

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

Increased or Improved services

See DIISUP section.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 5,426,194
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 3,175,496

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

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 3,979,890

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 5-8: -4.5 DFL3

2016-17: +8.2 points above DFL3

Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 5-8: -43.2 DFL3

2016-17: -44.5 points below DFL3

Increase Attendance rate: >96%

2016-17 ADA: 97% - Outcome Met

Decrease Chronic Absenteeism rate: (1% decline annually):

2016-17 Chronic Absenteeism Rate: 5% - Outcome Not Met

Expected

Actual

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2016-17 CHRONIC ABSENTEEISM			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	403	20	5.0%
HISPANIC	391	19	4.9%
ENGLISH LEARNERS	56	5	8.9%
SOC. ECON DISADV.	385	20	5.2%
SPED	48	4	8.3%

Maintain Middle School Dropout Rate: <1%
Administer Facility Inspection Tool (FIT): Score Good or Better
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT
Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT
Course Access: 100% of students will have access to: PE, Art and Music:

2016-17 MS Dropout Rate: 0% - Outcome Met
2018 FIT Score: Exemplary
2016-17: 5.9% (Baseline)
2016-17: 9.5% (Baseline)
2017-18: 100%

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Longer Teacher Year & Instructional Day (Teacher Supports)</u> Equitas Academy #2 will employ 14 Classroom Teachers who are appropriately credentialed and assigned.</p> <p>The design of the academic year and professional development supports the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 95% Hispanic/Latino with an average of 95% of students qualifying for free or reduced-price meals, and an average of 20% of scholars are English Learners.</p> <p>To begin planning for the year, teachers report in August for professional development. The paid professional development days before, during, and after the school year ensure our teachers receive training and development necessary to support the critical interventions necessary to create the</p>	<p><u>Longer Teacher Year & Instructional Day (Teacher Supports)</u> Equitas Academy #3 employed 14 Classroom Teachers who were appropriately credentialed and assigned. Our school experienced a few resignations mid-year and despite numerous outreach/recruitment efforts, the vacancies were not filled.</p> <p>The design of the academic year and professional development supported the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 95% Hispanic/Latino with an average of 95% of students qualifying for free or reduced-price meals, and an average of 20% of scholars are English Learners.</p> <p>To begin planning for the year, teachers reported in August for professional development. The paid professional development days before, during, and</p>	<p>\$183,085 \$47,474 \$594,555 \$154,168</p> <p>LCFF S&C LCFF S&C LCFF Base LCFF Base</p> <p>1000-1999 Certificated Salaries; Teacher Salaries 3000-3999 Employee Benefits; Teachers 1000-1999 Certificated Salaries; Teacher Salaries 3000-3999 Employee Benefits; Teachers</p>	<p>\$162,175 \$42,052 \$526,652 \$136,561</p> <p>LCFF S&C LCFF S&C LCFF Base LCFF Base</p> <p>1000-1999 Certificated Salaries; Teacher Salaries 3000-3999 Employee Benefits; Teachers 1000-1999 Certificated Salaries; Teacher Salaries 3000-3999 Employee Benefits; Teachers</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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</p>	<p>after the school year ensure our teachers received training and development necessary to support the critical interventions necessary to create the excellent instructional practice to support our scholars learning. School wide goals were developed in the summer with a scope and sequence in collaboration with other Equitas Academies. Teachers who were new to the profession met with their Instructional Coach on a weekly basis; while experienced teachers met biweekly or more often as needed.</p> <p>With the implementation of the Common Core State Standards, our professional development shifted to adoption of the Achievement First Open-Source Curriculum. Achievement First provided a unit overview for each core subject area, including a scope and sequence and pacing guide. Teachers were provided with the curriculum as units, and were given time each week to conduct “Intellectual Preparation;” that is, intentional review of each day’s lesson plan with a focus for “unpacking” the learning in preparation for instructional delivery.</p>		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

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

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

Our direct-instructional program was geared to all literacy learners, especially EL students. Teachers used modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers were mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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</p>	<p>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.</p> <p>Because teachers share instruction (different teachers for different subjects) for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all teachers collaborate to meet the needs of every student. All grade level teachers plan together and deliver the same lesson plans. We divide the students into smaller groups based on flexible-ability reading groups, which rotate among the teachers. This enables our teachers to</p>		

Planned
Actions/Services

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

Actual
Actions/Services

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

Estimated Actual
Expenditures

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u> 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.</p> <ul style="list-style-type: none"> • Fountas & Pinnell Reading assessments • NWEA MAP ELA & Math Assessments: 3 times/year • Interim Performance Tasks • Writing Assessments 	<p><u>ASSESSMENTS</u> In addition, to 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 implemented multiple types of assessments in order to monitor each scholar's: academic progress; identified their strengths and needs in order to modify instruction; and identified the type of academic intervention needed.</p> <ul style="list-style-type: none"> • Fountas & Pinnell Reading assessments • NWEA MAP ELA & Math Assessments: 3 times/year • Interim Performance Tasks • Writing Assessments • Illuminate assessments 	<p>\$5,800 \$6,000 \$2,200</p> <p>LCFF S&C</p> <p>4000-4999 Books and Supplies; Fountas & Pinnell 4000-4999 Books and Supplies; NWEA 4000-4999 Books and Supplies; Illuminate Assessments</p>	<p>\$0 \$2,310 \$1,115</p> <p>LCFF S&C</p> <p>4000-4999 Books and Supplies; Fountas & Pinnell 4000-4999 Books and Supplies; NWEA 4000-4999 Books and Supplies; Illuminate Assessments</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p> <ol style="list-style-type: none"> Administer diagnostic assessments that are grade/age appropriate using F&P Reading & Writing Assessment. NWEA MAP Assessments in ELA & Math are administered 3 times/year. 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 	<p>ACADEMIC INTERVENTIONS To support Equitas Academy #2 program of academic interventions, our team included a Chief Academic Officer (network position), and Dean of Instruction.</p> <p>The following outlines how Equitas Academy #2 assessed scholars for intervention and a description of the types of intervention strategies that were implemented. Using our data driven instructional program, our school scaled up the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas were designed to address the needs of this population.</p> <ol style="list-style-type: none"> Administered diagnostic assessments that were grade/age appropriate using F&P Reading & Writing Assessment. Administered NWEA MAP Assessments in ELA & Math 3 times/year. Administered Achievement First assessments in all core subjects for 	<p>\$62,333 \$75,000 \$19,448 \$97,850</p> <p>LCFF S&C LCFF S&C LCFF S&C LCFF Base</p> <p>7311 – Network Fee (CAO) 1000-1999 Certificated Salaries; Dean 3000-3999 Employee Benefits 1000-1999 Certificated Salaries (School Director)</p>	<p>\$66,735 \$73,546 \$19,070 \$100,400</p> <p>LCFF S&C LCFF S&C LCFF S&C LCFF Base</p> <p>7311 – Network Fee (CAO) 1000-1999 Certificated Salaries; Dean 3000-3999 Employee Benefits 1000-1999 Certificated Salaries (School Director)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>program and student supports when they are not. The results of these interim assessments, allow us to make the necessary adjustments as immediately as possible to ensure that our students are acquiring the skills outlined in the California Content Standards.</p> <p>4. Based on an analysis of data, students are placed in flexible grouping (low, mid, high) using Internal assessment findings.</p> <p>5. Teachers then meet with the School Director and Chief Academic Officer during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days are 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</p>	<p>all grade levels to ensure that students were meeting or exceeding California standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, allowed us to make the necessary adjustments as immediately as possible to ensure that our students were acquiring the skills outlined in the California Content Standards and used to inform instruction. .</p> <p>4. Based on an analysis of data, teachers placed students in flexible grouping (low, mid, high) using Internal assessment findings.</p> <p>5. Teachers then met with the School Director and Chief Academic Officer during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyzed the data and created an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>additional support and intervention including: after-school tutoring, and differentiated instruction in the classroom.</p> <p>6. In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student for evaluation of a suspected disability.</p> <p>7. Additional academic support by a credentialed teacher, and/or an 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>	<p>days were facilitated by the Chief Academic Officer to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning. Provided additional support and intervention including: after-school tutoring, and differentiated instruction in the classroom.</p> <p>6. In the event that struggling students failed to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may have decided to refer the student for evaluation of a suspected disability.</p> <p>7. Additional academic support was provided by a credentialed teacher, and/or an Apprentice Teacher (partial year) under the supervision of the School Director.</p> <p>8. Small group instruction was provided during classroom instruction by the classroom teacher.</p> <p>9. Daily RTI Block for 20-60 minutes: served as additional academic</p>		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

support in ELA/Math facilitated by
classroom teachers.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>AFTER SCHOOL PROGRAM</u> Equitas Academy provides an after school academic and social enrichment program led/facilitated by the following staff:</p> <ul style="list-style-type: none"> • ASP Site Coordinator • ASP Assistant Site Coordinator • After School Program Leaders 	<p><u>AFTER SCHOOL PROGRAM</u> Equitas Academy #2 provided an after school academic and social enrichment program led/facilitated by the following staff:</p> <ul style="list-style-type: none"> • Expanded Learning Site Coordinator • Expanded Learning Assistant Site Coordinator • Expanded Learning Program Leaders 	<p>\$145,304 \$30,078</p> <p>ASES</p> <p>2000-2999 Classified Salaries; ASP Staff 3000-3999 Employee Benefits; ASP Staff</p>	<p>\$142,781 \$29,556</p> <p>ASES</p> <p>2000-2999 Classified Salaries; ASP Staff 3000-3999 Employee Benefits; ASP Staff</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SPECIAL EDUCATION PROGRAM</u></p> <p>Equitas is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas Academy’s SPED Team provides instructional and social-emotional supports as outlined in the scholar’s IEP:</p> <ul style="list-style-type: none"> • 2 RSP Teachers • 1 School Counselor • 1 Psychologist • Speech Pathologist (contracted) • Occupational Therapist (contracted) 	<p><u>SPECIAL EDUCATION PROGRAM</u></p> <p>Equitas Academy #2 was designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas Academy’s SPED Team provided instructional and social-emotional supports as outlined in the scholar’s IEP. Our school employed:</p> <ul style="list-style-type: none"> • 2 RSP Teachers • 1 Psychologist • 1 Academic Coordinator • 1 School Counselor • Contract out for: <ul style="list-style-type: none"> • Speech Pathologist • Occupational Therapist 	<p>\$74,054</p> <p>\$68,546</p> <p>43,438</p> <p>67,333</p> <p>Other Federal Funds</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>1000-1999 Certificated Salaries; SPED Staff</p> <p>1000-1999 Certificated Salaries; SPED Staff</p> <p>3000-3999 Employee Benefits; SPED Staff</p> <p>5000-5999 Services and Operating Expenditures; Contracted SPED</p>	<p>\$74,348</p> <p>\$77,606</p> <p>\$46,134</p> <p>\$101,613</p> <p>Other Federal Funds</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>1000-1999 Certificated Salaries; SPED Staff</p> <p>1000-1999 Certificated Salaries; SPED Staff</p> <p>3000-3999 Employee Benefits; SPED Staff</p> <p>5000-5999 Services and Operating Expenditures; Contracted SPED</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SOCIAL-EMOTIONAL SUPPORTS</u> 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.</p> <p>Established curriculum such as Second Step and Morning Meetings are used along with developmentally appropriate texts that highlight and teach our school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student. We believe that ethics are important in creating civic individuals. Ethics combined with perseverance help students to successfully confront the</p>	<p><u>SOCIAL-EMOTIONAL SUPPORTS</u> 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.</p> <p>Established curriculum such as Dynamic Mindfulness/Overcoming Obstacles and Morning Meetings were used along with developmentally appropriate texts that highlighted and taught our school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values were the basis of a school culture that 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</p>	<p>\$27,405 \$82,280 \$66,824</p> <p>LCFF S&C</p> <p>2000-2999 Classified Salaries; Enrichment Teachers 2000-2999 Classified Salaries; Culture Coordinators 3000-3999 Employee Benefits</p>	<p>\$149,250 \$92,330 \$19,112</p> <p>Title I LCFF S&C LCFF S&C</p> <p>2000-2999 Classified Salaries; Enrichment Teachers 2000-2999 Classified Salaries; Culture Coordinators 3000-3999 Employee Benefits</p>

Planned
Actions/Services

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

Actual
Actions/Services

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 was led by the School Counselor, Director and Dean of student services.

The Director of Talent was in charge of High School placement for our graduate. High school representatives were at our school with instructions on the application process, and an explanation of their educational program.

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

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

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

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

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school site. 2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services. 3. Director of Operations will complete an annual Facility Inspection Tool (FIT); and make all necessary improvements as required. 	<p><u>FACILITIES</u> The following actions and services were required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school site. 2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services, which included gates, plumbing repairs, and floor care. 3. Director of Operations (network position) completed an annual Facility Inspection Tool (FIT); and made all necessary improvements as required. 	<p>\$288,000 \$46,950 \$82,215 \$17,109</p> <p>Other State Revenue LCFF Base LCFF Base LCFF Base</p> <p>5000-5999 Services and Operating Expenses; Rent 5000-5999 Services and Operating Expenses; Rent 2000-2999 Classified Salaries; Housekeeping Staff 3000-3999 Employee Benefits; Housekeeping Staff</p>	<p>\$288,000 \$46,950 \$74,067 \$17,109 \$36,709</p> <p>Other State Revenue LCFF Base LCFF Base LCFF Base LCFF Base</p> <p>5000-5999 Services and Operating Expenses; Rent 5000-5999 Services and Operating Expenses; Rent 2000-2999 Classified Salaries; Housekeeping Staff 3000-3999 Employee Benefits; Housekeeping Staff 5000-5999 Services</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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and Operating Expenses; Vendor Repairs
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Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teacher salaries were under budget due to vacant positions. Special Education costs were higher based on student needs.

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1

Annual Measureable Outcomes

Expected

Actual

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

2017-18: 100% - Outcome Met

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

ELA	4
ELD	1
MATH	4
NGSS	3
HISTORY	3

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

2017-18: 100% - Outcome Met

% of EL who progress in English Proficiency CELDT/ELPAC:

2017-18: 26% - Outcome Met

Expected

Actual

**Increase English Learner reclassification rate:
*2016-17: only 6 EL in EA/ADV (CELDT): >10%***

2017-18: 18% - Outcome Met

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff was provided with appropriate and targeted, research-based professional development. The focus this year was on the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Standards • CCSS Math • Next Generation Science Standards (NGSS) • Achievement First Math Curriculum 	<p>\$10,000</p> <p>LCFF S&C</p> <p>5000-5999 Services and Operating Expenses</p>	<p>\$2,206</p> <p>LCFF S&C</p> <p>5000-5999 Services and Operating Expenses</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>	<ul style="list-style-type: none"> • Analyzing data • Lesson Planning • Reviewing scholar work] • How to improve instructional practice • Lemov, Teach Like a Champion • Academic Interventions • Differentiation & Scaffolding Instruction • SST/RTI <p>2. Members of our teaching staff and/or Leadership team attended professional development conferences such as the BES LENS program:</p> <ul style="list-style-type: none"> • Relay Training (Uncommon Schools) – observation and feedback • Standards Institute: CCSS • San Jose School Visit 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ELD PROGRAM</u> 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 progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.</p>	<p><u>ELD PROGRAM</u> Equitas Academy #2 reviewed and revised its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. EL students received 20 minutes of Designated ELD 4 times /week. The school’s Dean administered the CELDT, and ELPAC. The School Director and teachers reviewed, analyzed and closely monitored the academic progress of all ELL using multiple forms of data from assessments to assess for academic growth in ELA and math.</p>	<p>\$1,000 LCFF S&C 1000-1999 Certificated Salaries; CELDT Stipend</p>	<p>\$1,000 LCFF S&C 1000-1999 Certificated Salaries; EL Coordinator Stipend</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CURRICULUM Every scholar has access to standards-aligned curriculum. Equitas Academy #2 will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Eureka Math • Leveled Libraries • Subscription to Lexia Learning • Writers Workshop • Read, Set, Core • Subscription to CGI Math • Expository Texts • Mindfulness Curriculum • LLI 	<p>CURRICULUM Every scholar has access to standards-aligned curriculum. Equitas Academy purchased the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Core texts for the Achievement First Curriculum • Leveled Libraries; LLI • AR subscription • Math IXL subscription • 	<p>\$35,000</p> <p>LCFF S/C</p> <p>4000-4999 Books and Supplies – Supplemental Curriculum</p>	<p>\$27,072</p> <p>LCFF S/C</p> <p>4000-4999 Books and Supplies – Supplemental Curriculum</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u> In order to provide all scholars with access to digital media, our school will implement the following:</p> <ol style="list-style-type: none"> 1. Purchase the following technology devices: 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. 	<p><u>TECHNOLOGY</u> In order to provide all scholars with access to digital media, our school implemented the following:</p> <ol style="list-style-type: none"> 1. Purchased the following technology devices: 15 Chromebooks (replacement). 2. The IT Specialist also developed an annual needs assessment for future purchases and upgrades; provided onsite tech support and installation/maintenance of all technology devices and network support. 	<ol style="list-style-type: none"> 1. \$4,200 2. \$30,769 <p>1-2. LCFF Base</p> <ol style="list-style-type: none"> 1. 4000-4999 Books and Supplies; Chromebooks 2. 7311 Network Fee (IT Specialist) 	<p>\$8,967 \$30,769</p> <p>1-2. LCFF Base</p> <ol style="list-style-type: none"> 1. 4000-4999 Books and Supplies; Chromebooks & Projectors 2. 7311 Network Fee (IT Specialist)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOLAR ENGAGEMENT</u> In order to provide scholars with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ol style="list-style-type: none"> Extend scholar learning opportunities beyond the classroom through field trips aligned to the content standards that include: <ul style="list-style-type: none"> LA Griffith Observatory Los Angeles County Museum of Art (LACMA) Museum of Tolerance (MOT) Colleges/Universities: UCLA, UCI, USC, Loyola Marymount As part of our school’s college-going culture, all scholars will visit 2 colleges-universities. Provide scholars with leadership opportunities through the option of participating in competitions such as Public Speaking local competition. Provide scholars with access to after-school academic/social enrichment program. 	<p><u>SCHOLAR ENGAGEMENT</u> In order to provide scholars with relevant learning experiences outside of the classroom, our school provided the following:</p> <ol style="list-style-type: none"> Extended scholar learning opportunities beyond the classroom through field trips aligned to the content standards that included: <ul style="list-style-type: none"> LA Griffith Observatory Los Angeles County Museum of Art (LACMA) Museum of Tolerance (MOT) Petersons Automotive Museum UCLA Science Lab Outdoor Education Trips: for each grade level (positive adventure): 3-4 day trip Colleges/Universities: UCLA, UCI, USC, Loyola Marymount See #1 above. Provided scholars with leadership opportunities through the option of participating in competitions such as Girls Build LA (emphasis on young girls Science/Engineering; A26LA – 	<p>\$5,000</p> <p>LCFF S/C</p> <p>5000-5999 Services and Operating Expenses; Field Trips</p>	<p>\$100,000</p> <p>\$66,546</p> <p>Local Funds</p> <p>LCFF S/C</p> <p>5000-5999 Services and Operating Expenses; Field Trips</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

organization that inspires students to write a book.

4. Provided scholars with access to after-school academic/social enrichment program.

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

PD costs were under the budgeted expenditures as some costs were covered by the network office. Field Trip costs are greater than the budgeted expenditures because of the receipt of a \$100,000 grant to fund outdoor education field trips.

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Annual Measureable Outcomes

Expected

Actual

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

Outcome Met

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

Outcome Met

Decrease suspension rates annually by 1%:

2016-17: 2.2%

2016-17 SUSPENSION			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	403	9	2.2%
HISPANIC	391	9	2.3%
ENGLISH LEARNERS	56	1	1.8%
SOC. ECON DISADV.	385	9	2.3%
SPED	48	1	2.1%

Maintain expulsion rates: <1%

2016-17: 0% - Outcome Met

Expected

Actual

Increase parent participation rate on parent survey:

2017-18: 35% 136 parents - Baseline

Increase student participation rate on student survey:

2017-18: 82% Grades 5-8 - Baseline

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u> Equitas Academy #2 will implement the following actions and services to ensure all scholars are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place. 2. School Director will develop a supervision schedule that includes supervision of scholars before/during and after-school. 3. Implement Tiered Behavior System schoolwide. All 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 	<p><u>SCHOOL CLIMATE & SAFETY</u> Equitas Academy #2 implemented the following actions and services to ensure all scholars were provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team has reviewed and revised the Comprehensive School Safety Plan. The school’s entire staff was trained on the School Safety Plan, and monthly drills took place including active shooter. Purchases were made for classroom emergency backpacks, and walkie-talkies. 2. School Director developed a supervision schedule that included supervision of scholars before/during and after-school. 3. Implemented Tiered Behavior System schoolwide using Kickboard. All students participated in the Tiered Behavior System; and earned “Scholar Dollars” for exuding positive behavior and exemplifying 	<p>\$4,380</p> <p>LCFF S/C</p> <p>5000-5999 Services and Operating Expenses; Kickboard</p>	<p>\$3,990</p> <p>\$56,650</p> <p>\$11,726</p> <p>LCFF S/C</p> <p>5000-5999 Services and Operating Expenses; Kickboard</p> <p>2000-2999 Classified Salaries, SOM</p> <p>3000-3999 Benefits, SOM</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Assembly.</p> <p>4. All teachers have received extensive training on implementing Mindfulness techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.</p> <p>5. In order to ensure a positive school climate, 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.</p> <p>6. Equitas hosts schoolwide events that support a positive learning environment. They include:</p>	<p>the school’s core values, redeemable for “free dress days, college trips/tours, and were recognized at the Schoolwide Award Assembly.</p> <p>4. All teachers have received extensive training on implementing Mindfulness techniques with students, which is schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.</p> <p>5. In order to ensure a positive school climate, the office staff was in charge of monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports were provided to the School Director for further action, and possible referral to SST/RTI.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • School Dance • Weekly Schoolwide Assembly based on the school's Core Values • Other student celebrations 	<p>6. Equitas #2 hosted schoolwide events that supported a positive learning environment. They included:</p> <ul style="list-style-type: none"> • School Dance • Weekly Schoolwide Assembly based on the school's Core Values • Pay Days: schoolwide dance, and Winter Formal • Other student celebrations 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u> At Equitas Academy #2, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) <p>The School Director is responsible for organizing these meetings and Equitas #2 teachers and classified staff participates on the committees.</p>	<p><u>PARENT INPUT IN DECISION-MAKING</u> At Equitas Academy #2, parent input in decision-making took place through the following venues:</p> <ul style="list-style-type: none"> • School Site Council (SSC): 9 meetings • English Language Advisory Committee (ELAC): 9 meetings <p>The School Director was responsible for organizing these meetings and Equitas #2 teachers and classified staff participated on the committees</p>	<p>\$0</p> <p>No Source provided.</p> <p>Salaries, See Goal 1, Action 1 and 3</p>	<p>Repeated Expenditure: See Goal 1, Action 1 and 3 for amounts, source and budget reference.</p>

Action 3

Planned Actions/Services	Actual - Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> Equitas Academy #2 provides the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. Host “Cafecitos” to address schoolwide issues, upcoming events and volunteer opportunities. 2. Parent workshops on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child academically • Understanding CAASPP results 3. Administer an annual parent survey. 4. Ensure school website and social media is updated on a regular basis as a method to communicate with parents. 	<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> Equitas Academy#2 provided the following opportunities to engage parents of unduplicated students and students with disabilities as partners in their child’s education. They included:</p> <ol style="list-style-type: none"> 1. Counselor hosted monthly “Cafecitos” to address schoolwide issues, upcoming events and volunteer opportunities. 2. Parent workshops on the following topics led by the counselor: <ul style="list-style-type: none"> • How to support my child academically • Understanding CAASPP results • Bullying vs. teasing 3. Administered a parent survey. 4. Ensured school website and social media was updated on a regular basis as a method to communicate with parents. Parent Square is utilized to communicate with families, reminder about testing, and report absences. 	<p>\$1,386</p> <p>LCFF Base</p> <p>7311 – Network Fee (Website)</p>	<p>\$1802</p> <p>LCFF Base</p> <p>7311 – Network Fee (Website)</p>

Planned
Actions/Services

Actual -
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

5. Family Nights met monthly to discuss
ELA, and math.

Analysis

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

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

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

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

The actions/services were highly effective in creating a positive school environment; and in engaging parents in their child's education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The School Operations Manager was added as a cost to Action 3. Otherwise, there were no 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.

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

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Equitas Academy #2 consulted with the following stakeholders as part of the planning process for this LCAP/Annual Review and Analysis:

- Staff meetings: every Friday
- Student Meetings: Every Friday during community Meetings.
- Monthly Cafecitos, SSC and ELAC Meetings.

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

Impact on LCAP and Annual Update

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

The consultations with stakeholders impacted the LCAP for the upcoming year with the following:

- Teachers would like to receive additional professional development on how to differentiate instruction for scholars who are below grade level and have special education needs.
- Students would like schoolwide council/leadership

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7, 8

Local Priorities: 1

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 5-8:	+8.2 points above DFL3	+11.2 points above DFL3	+16.2 points above DFL3	+21.2 points above DFL3
Annual Growth on CAASPP Math distance from	-44.5 points	-39.5 points	-34.5 points	-29.5 points below

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Level (DFL) 3 Scale Scores: Grades 5-8:	below DFL3	below DFL3	below DFL3	DFL3
Increase Attendance rate: >96%	97%	>96%	>96%	>96%
Decrease Chronic Absenteeism rate: (0.5% decline annually):	5%	4.5%	4%	<4%
Maintain Middle School Dropout Rate:	0%	<1%%	<1!%	<1%
Administer Facility Inspection Tool (FIT): Score Good or Better	Good	Good	Good	Good
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	5.9%	7%	9%	11%
Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	9.5%	11%	13%	15%
Course Access: 100% of students will have access to: PE, Art and Music.	100%	100%	100%	100%

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Longer Teacher Year & Instructional Day (Teacher Supports)
 Equitas Academy #2 will employ 14 Classroom Teachers who are appropriately credentialed and assigned.

Longer Teacher Year & Instructional Day (Teacher Supports)
 Equitas Academy #2 will employ **14 Classroom Teachers** who are appropriately credentialed and assigned, and a **School Director/Principal**.

2017-18 Actions/Services

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

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

With the implementation of the Common

2018-19 Actions/Services

The design of the academic year and professional development supports the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 98% Hispanic/Latino with an average of 97% of students qualifying for free or reduced-price meals, and an average of 17% 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.

2019-20 Actions/Services

2017-18 Actions/Services

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

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

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

2018-19 Actions/Services

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

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

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

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

2019-20 Actions/Services

2017-18 Actions/Services

time for lesson planning by grade level/subject.

Our direct-instruction program is geared to all literacy learners, especially EL students. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Teachers work with students 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.

2018-19 Actions/Services

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

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

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 30-60 minutes.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$183,085 \$47,474 \$594,555 \$154,168	a) 585,934 b) 184,151 c) 162,773 d) 51,157 e) 108,150 f) 30,044	N/A

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

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

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;

2018-19 Actions/Services

ASSESSMENTS

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.

- NWEA MAP ELA & Math
- Fountas & Pinnell Diagnostic

2019-20 Actions/Services

2017-18 Actions/Services

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

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

2018-19 Actions/Services

assessments: Reading & writing

- Illuminate assessments
- Assessments from Achievement First curriculum
- Writing Assessments

In addition, Equitas Academy #2 scholars will also participate in the following state-mandated assessments:

- CAASPP: ELA & Math: Grades 5-8
- CA Science Test: Grades 5 & 8
- Physical Fitness Test: Grades 5 & 7
- ELPAC: for all ELL

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,800 \$6,000 \$2,200	a) 7,000 b) 3,000	N/A
Source	LCFF S&C	a) LCFF Base b) LCFF Base	N/A

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

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:
To support Equitas Academy's (EQ#2) program of academic interventions, our team includes a Chief Academic Officer

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

(network position), (2) Deans of Instruction, Reading Interventionist, and (1) Apprentice Teacher. The School Director also supports academic interventions.

The following outlines how Equitas Academy #2 assesses scholars for intervention and a description of the types of intervention strategies that we will implement. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas are designed to address the needs of this population.

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

2019-20 Actions/Services

2017-18 Actions/Services

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.
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.

2018-19 Actions/Services

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.

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

2019-20 Actions/Services

2017-18 Actions/Services

- 7. Additional academic support by a credentialed teacher, and/or an Apprentice Teacher under the supervision of the School Director.
- 8. Small group instruction during classroom instruction.
- 9. Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.

2018-19 Actions/Services

- In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student for evaluation of a suspected disability.
- Additional academic supports by **(1) Apprentice Teacher**, and **(1) Reading Interventionist**, under the supervision of the **(2) Deans of Instruction**. The Instructional Assistants provide push-in/pullout academic support and intervention. The Deans of Instruction will provide Instructional Assistants and the entire teaching staff with coaching, observations, feedback and professional development on Intervention strategies, effective instructional strategies for ELL, differentiation and behavior intervention. Currently, 10 out of 14 teachers are new to the profession of teaching, which need the support, and coaching of the Deans of Instruction.
- Small group instruction during classroom instruction by the classroom teacher and/or Instructional Assistants.
- Daily RTI Block for 30-60 minutes:

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>additional academic support in ELA/Math facilitated by classroom teachers.</p> <ul style="list-style-type: none"> • Our school will purchase and/or subscribe to the following web-based intervention programs: IXL Math, and Brain Pop, which are used by scholars during the instructional day. • After School academic and social enrichment program facilitated and/or led by the following staff: <ul style="list-style-type: none"> • Expanded Learning Site Coordinator • Expanded Learning Assistant Site Coordinator • Expanded Learning Program Leaders 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>\$62,333</p> <p>\$75,000</p> <p>\$19,448</p> <p>\$97,850</p>	<p>a) 55,278</p> <p>b) 8,000</p> <p>c) 2,222</p> <p>d) 50,000</p> <p>e) 13,890</p> <p>f) 38,150</p> <p>g) 10,598</p> <p>h) 144,200</p> <p>i) 40,059</p>	<p>N/A</p>

Year	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> j) 4,200 k) 1,615 l) 37,172 m) 135,708 n) 14,756 o) 7,695 p) 28,092 q) 3,054 	
Source	LCFF S&C LCFF S&C LCFF S&C LCFF Base	<ul style="list-style-type: none"> a) LCFF S&C b) LCFF S&C c) LCFF S&C d) LCFF S&C e) LCFF S&C f) LCFF S&C g) LCFF S&C h) LCFF S&C i) LCFF S&C j) LCFF S&C k) LCFF S&C l) LCFF S&C m) ASES n) Other Local o) LCFF S&C p) ASES q) Other Local 	N/A
Budget Reference	7311 – Network Fee (CAO) 1000-1999 Certificated Salaries; Dean 3000-3999 Employee	<ul style="list-style-type: none"> a) 7311 Network Expenses, CAO b) 1000-1999 Certificated Salaries, Instructional Coaches c) 3000-3999 Employee Benefits, Instructions Coaches 	N/A

Year

2017-18

2018-19

2019-20

Benefits
1000-1999 Certificated
Salaries (School Director)

- d) 1000-1999 Certificated Salaries, Apprentice Teacher
- e) 3000-3999 Employee Benefits, Apprentice Teacher
- f) 1000-1999 Certificated Salaries, Reading Interventionist
- g) 3000-3999 Employee Benefits, Reading Interventionist
- h) 1000-1999 Certificated Salaries, Dean
- i) 3000-3999 Employee Benefits, Dean
- j) 4000-4999 Student Supplies, IXL Math
- k) 4000-4999 Student Supplies, BrainPop
- l) 2000-2999 Classified Salaries, After School
- m) 2000-2999 Classified Salaries, After School
- n) 2000-2999 Classified Salaries, After School
- o) 3000-3999 Employee Benefits, After School
- p) 3000-3999 Employee Benefits, After School
- q) 3000-3999 Employee Benefits, After School

Action 4

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

Students to be Served:

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

Location(s):

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

--	--

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

	New	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p><u>COURSE ACCESS (ENRICHMENT):</u> Scholars benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in socioeconomic imbalanced communities, including those with high levels of poverty</p>	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 #2 will employ **3 Enrichment Instructors** and a **Dean of Enrichment** who will provide training, supervision and scheduling.

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

- **Enrichment: 3 teachers – Spanish, Art, Theatre**
- **Physical Education:** that will include a nutritional component to educate our scholars on healthy eating and healthy living habits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$145,304 \$30,078	a) 93,210 b) 155,107 c) 19,294	N/A

Year	2017-18	2018-19	2019-20
		d) 32,107	
Source	ASES	a) LCFF S&C b) Title I c) LCFF S&C d) Title I	N/A
Budget Reference	2000-2999 Classified Salaries; ASP Staff 3000-3999 Employee Benefits; ASP Staff	a) 1000-1999 Certificated Salaries, Enrichment Teachers b) 1000-1999 Certificated Salaries, Enrichment Teachers c) 3000-3999 Employee Benefits, Enrichment Teachers d) 3000-3999 Employee Benefits, Enrichment Teachers	N/A

Action 5

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

SPECIAL EDUCATION PROGRAM

Equitas Academy #2 is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas

2019-20 Actions/Services

2017-18 Actions/Services

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)

2018-19 Actions/Services

Academy's SPED Team provides instructional and social-emotional supports as outlined in the scholar's IEP:

- 3 RSP Teachers
- Dean of Student Support Services (from home office – split between all 4 schools)
- Psychologist (shared with all 4 schools)
- Contract out for:
 - Speech Pathologist
 - Occupational Therapist
 - Deaf & Hard of Hearing Specialist

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$74,054 \$68,546 43,438 67,333	a) 123,799 b) 62,439 c) 34,391 d) 17,345 e) 23,526 f) 6,536 g) 53,066 h) 14,742 i) 145,000	N/A

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

Action 6

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p><u>SOCIAL-EMOTIONAL SUPPORTS</u> 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</p>	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u> The Equitas Academy #2 curriculum incorporates a rigorous and developmentally appropriate program of values and character</p>	
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2017-18 Actions/Services

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

2018-19 Actions/Services

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 Life Skills and Community 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.

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.

2019-20 Actions/Services

2017-18 Actions/Services

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

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

Community 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

2018-19 Actions/Services

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 Academy #2 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. Life Skills takes places daily for 20 minutes that focuses on the following topics: managing emotions, social skills, and behavioral.

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

Social-emotional counseling services: Equitas Academy #2 provides social-emotional counseling services through the

2019-20 Actions/Services

2017-18 Actions/Services

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.

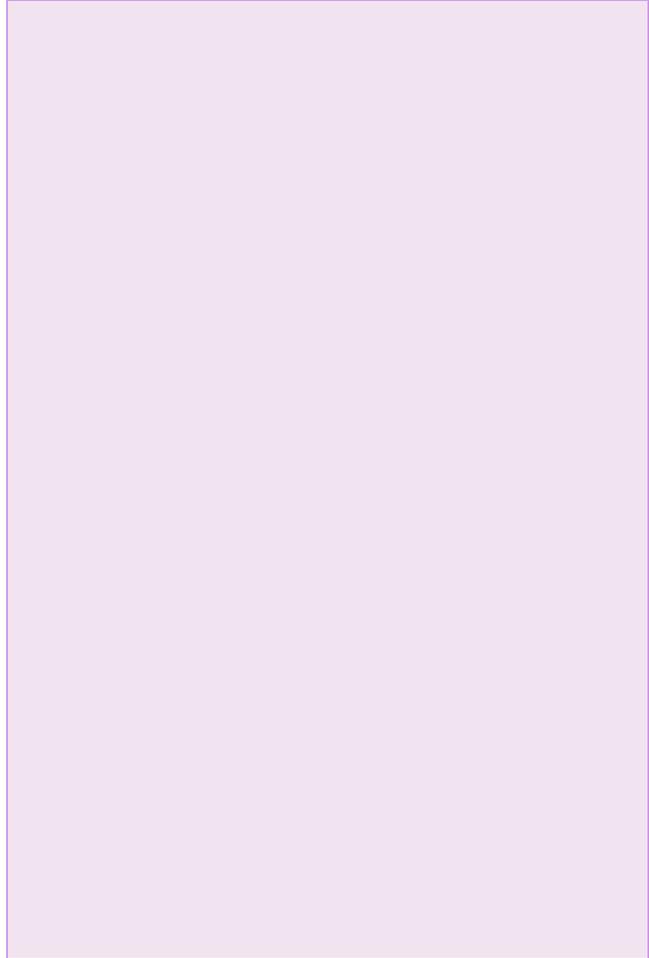
Enrichment Courses: Students benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in socioeconomic imbalanced communities, including those with high levels of poverty 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.

2018-19 Actions/Services

Counselor from the CMO office; and additional onsite counseling services through a partnership with **Dignity Health.**

2019-20 Actions/Services



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	\$27,405 \$82,280 \$66,824	a) 18,746 b) 5,208 c) 53,066 (Repeated) d) 14,742 (Repeated)	N/A
Source	LCFF S&C	a) LCFF S&C b) LCFF S&C c) Other State d) Other State	N/A
Budget Reference	2000-2999 Classified Salaries; Enrichment Teachers 2000-2999 Classified Salaries; Culture Coordinators 3000-3999 Employee Benefits	a) 1000-1999 Certificated Salaries, Counselor b) 3000-3999 Employee Benefits, Counselor c) 1000-1999 Certificated Salaries, School Psych d) 3000-3999 Employee Benefits, School Psych	N/A

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

FACILITIES

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

1. Annual facility leasing cost for school

2018-19 Actions/Services

FACILITIES

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

- Annual facility leasing cost for school site.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	<p>\$288,000</p> <p>\$46,950</p> <p>\$82,215</p> <p>\$17,109</p>	<p>a) 48,440</p> <p>b) 286,510</p> <p>c) 68,091</p>	N/A
Source	<p>Other State Revenue</p> <p>LCFF Base</p> <p>LCFF Base</p> <p>LCFF Base</p>	<p>a) LCFF Base</p> <p>b) Other State</p> <p>c) LCFF Base</p>	N/A
Budget Reference	<p>5000-5999 Services and Operating Expenses; Rent</p> <p>5000-5999 Services and Operating Expenses; Rent</p> <p>2000-2999 Classified</p>	<p>a) 5000-5999 Operating Services, Lease</p> <p>b) 5000-5999 Operating Services, Lease</p> <p>c) 5000-5999 Operating Services,</p>	N/A

Year

2017-18

2018-19

2019-20

Salaries; Housekeeping Staff
3000-3999 Employee
Benefits; Housekeeping Staff

Vendor Repairs

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																														
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	<table border="1"> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>1</td></tr> <tr><td>MATH</td><td>4</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>HISTORY</td><td>3</td></tr> </table>	ELA	4	ELD	1	MATH	4	NGSS	3	HISTORY	3	<table border="1"> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>2</td></tr> <tr><td>MATH</td><td>4</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>HISTORY</td><td>3</td></tr> </table>	ELA	4	ELD	2	MATH	4	NGSS	3	HISTORY	3	<table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>3</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>HISTORY</td><td>4</td></tr> </table>	ELA	5	ELD	3	MATH	5	NGSS	3	HISTORY	4
ELA	4																																	
ELD	1																																	
MATH	4																																	
NGSS	3																																	
HISTORY	3																																	
ELA	4																																	
ELD	2																																	
MATH	4																																	
NGSS	3																																	
HISTORY	3																																	
ELA	5																																	
ELD	3																																	
MATH	5																																	
NGSS	3																																	
HISTORY	4																																	
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%																														
% of EL who progress in English Proficiency CELDT/ELPAC:	45%	50%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.																														
Increase English Learner reclassification rate: *2016-17: only 6 EL in EA/ADV (CELDT)	21%	>10%*	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.																														

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

PROFESSIONAL DEVELOPMENT

In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional

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2017-18 Actions/Services

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)
- Eureka Math Curriculum
- Analyzing data
- Lesson Planning
- Reviewing scholar work
- Fine tuning Lucy Calkins Writer's Workshop]
- How to improve instructional practice
- Lemov, Teach Like a Champion
- Academic Interventions
- Differentiation & Scaffolding Instruction
- SST/RTI
- Mindfulness

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

2018-19 Actions/Services

development. The focus this year will primarily include the following topics:

- **Teach like a Champion**
- **Standards Institute**
- **Teaching with Love & Logic**
- **Restorative Conversations**
- **Dynamic Mindfulness**

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

Equitas #2 encourages and supports its teachers and administrative staff with extended professional learning opportunities through workshops, conferences and visiting high performing schools. They include but are not limited to:

- **Standards Institute**
- **Building Excellent Schools (BES): LENS Leader**
- **Relay GSE**
- **BTSA Costs to ensure teachers are appropriately credentialed.**

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$7,140	N/A
Source	LCFF S&C	LCFF S&C	N/A
Budget Reference	5000-5999 Services and Operating Expenses	5000-5999 Services and Operating Expenses, RELAY, BES	N/A

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

ELD PROGRAM
Equitas Academy #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

2018-19 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE ELL SCHOLARS:
Equitas Academy #2 reviews and revises its EL Master Plan (LAUSD) as needed and aligns to the ELPAC; ELD Curriculum designated and integrated ELD. ELs receive designated ELD instruction four times per week and use **Wilson's Phonics Program.**

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

The School Director will administer the ELPAC assessment and document EL performance by scholar in their individual ELD Portfolio, which is monitored throughout the academic year.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	a) 108,150 (Repeated) b) 30,044 (Repeated) c) 15,000	N/A
Source	LCFF S&C	a) LCFF Base b) LCFF Base c) LCFF S&C	N/A
Budget Reference	1000-1999 Certificated Salaries; CELDT Stipend	a) 1000-1999 Certificated Salaries, School Director b) 3000-3999 Employee Benefits, School Director c) 4000-4999	N/A

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

CURRICULUM

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

- Eureka Math
- Leveled Libraries

2018-19 Actions/Services

CORE CURRICULUM:

Every scholar has access to standards-aligned curriculum. Equitas Academy #2 does not anticipate the purchase of additional curriculum and/or supplemental instructional materials.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ul style="list-style-type: none"> • Subscription to Lexia Learning • Writers Workshop • Read, Set, Core • Subscription to CGI Math • Expository Texts • Mindfulness Curriculum • LLI 		
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$0	N/A
Source	LCFF S/C	N/A	N/A
Budget Reference	4000-4999 Books and Supplies – Supplemental Curriculum	N/A	N/A

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

TECHNOLOGY

Equitas Academy #2 has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the school conducts a needs assessment based on staff

2017-18 Actions/Services

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.

2018-19 Actions/Services

and student needs. Annual, purchases for technology include but are not limited to:

- Projectors (5)
- 7th grade Chromebooks (100) (replacement)
- Chromebooks charging carts (3)

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$4,200 2. \$30,769	\$41,176	N/A
Source	1-2. LCFF Base	LCFF S&C	N/A
Budget Reference	1. 4000-4999 Books and Supplies; Chromebooks 2. 7311 Network Fee (IT Specialist)	4000-4999 Student Supplies, Tech Expenses	N/A

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:
In order to provide scholars with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

2019-20 Actions/Services

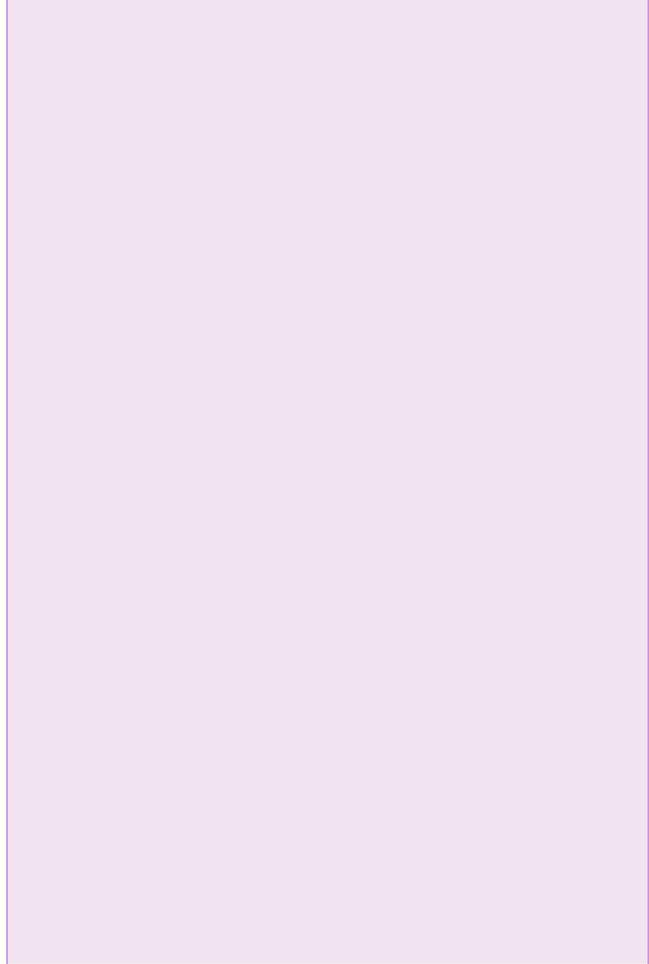
2017-18 Actions/Services

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

2018-19 Actions/Services

- **Field trips aligned to the content standards:** Getty Museum, Peterson Car Museum, Outdoor educational trips
- **Field trips college/universities:** USC & UCLA
- **Leadership Groups**
- **Schoolwide events:** School Dance, Winter Formal, lunch dances, 8th grade dance
- **Science Fair**

2019-20 Actions/Services



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,200	N/A
Source	LCFF S/C	LCFF S&C	N/A
Budget Reference	5000-5999 Services and Operating Expenses; Field Trips	5000-5999 Operating Services, Field Trips	N/A

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via SSC, ELAC & PTC.	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students.	Met	Met	Met	Met
Maintain suspension rates <2%.	2.2%	<2%	<2%	<2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain expulsion rates:	0%	<1%	<1%	<1%
Increase parent participation rate on parent survey:	Baseline	35% (136 parents)	37%	39%
Increase student participation rate on student survey:	Baseline	82% Grades 5-8	84%	86%

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p><u>SCHOOL CLIMATE & SAFETY</u> Equitas Academy #2 will implement the following actions and services to ensure all scholars are provided with a safe, welcoming and positive learning</p>	<p><u>ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:</u> Equitas Academy #2 will implement the following actions and services to ensure all students are provided with a safe,</p>	
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2017-18 Actions/Services

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

2018-19 Actions/Services

welcoming and positive learning com 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.
- Continue to implement Tiered Behavior System schoolwide. All students will participate in the Tiered Behavior System; and earn "Scholar Dollars" for exuding positive behavior and exemplifying the school's core values, redeemable for "free dress days, **college trips/tours**, and are recognized at the Schoolwide Award Assembly.
- Continue to implement implementing **Mindfulness** techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional

2019-20 Actions/Services

2017-18 Actions/Services

aggression, ADHD, or anxiety. It improves attention, reduces stress, and result in 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

2018-19 Actions/Services

regulation and an improved capacity for compassion and empathy.

- Equitas will employ **(2) Culture Coordinators** to address social-emotional behavior (Tier 1), monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, communicate with families, address supervision of students. These reports will be provided to the School Director for further action, and possible referral to SST/RTI.
- Host schoolwide events: Pay Day (occurs at the end of the month, perfect attendance award, Women in Science (Girls Build LA)
- Host Guest Speaker: Plus Me (speakers who have overcome various adversities)
- Home Boy Industries
- Sex education presentation: Planned Parenthood
- Administer an **annual scholar and staff survey** to measure school safety and school connectedness.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,380	<ul style="list-style-type: none"> a) 4,550 (Repeated) b) 78,082 c) 16,163 d) 3,990 e) 1,855 	N/A
Source	LCFF S/C	<ul style="list-style-type: none"> a) LCFF S&C b) LCFF S&C c) LCFF S&C d) LCFF S&C e) LCFF S&C 	N/A
Budget Reference	5000-5999 Services and Operating Expenses; Kickboard	<ul style="list-style-type: none"> a) 5000-5999 Operating Services, Field trips - college b) 2000-2999 Classified Salaries, Culture Coordinator c) 3000-3999 Employee Benefits, Culture Coordinator d) 5000-5999 Operating Services, Kickboard (Tiered Behavior System) e) 7311 Network Expenses, Annual Student and Staff Survey 	N/A

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

organizing these meetings and Equitas #2 teachers and classified staff participates on the committees.

organizing these meetings and Equitas #2 teachers and classified staff participates on the committees.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

New	Modified	Unchanged
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2017-18 Actions/Services

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

2018-19 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Equitas Academy #2 will provide all parents (including unduplicated scholars, and Scholars with Disabilities) with numerous opportunities to engage as partners in their

2019-20 Actions/Services

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2017-18 Actions/Services

opportunities.

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

2018-19 Actions/Services

child's education. They include:

- Monthly Cafecitos
- Volunteer opportunities at the school
- Host Parent Workshops:
 - How to talk to your middle school child?
 - Bullying vs. Teasing
 - Sex Education
- Host monthly **Family Nights**
- Host parent/teachers conferences
- **Translation services** will be provided to parents for all events and meetings by the **School Operations Manager**.
- Ensure school website and social media is updated on a regular basis as a method to communicate with parents. A monthly newsletter will be disseminated to parents.
- Parents will have access to **Illuminate Parent Portal** where they can access their child's academic progress, attendance, and communicate with school staff.
- Host parent/teacher conference: 2 times/year
- Administer annual **parent survey** to

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	gain insight on the sense of safety and school connectedness and identify parent needs.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,386	a) 1,628 b) 66,950 c) 13,859 d) \$1,855 (Repeated)	N/A
Source	LCFF Base	a) LCFF Base b) LCFF S&C c) LCFF S&C d) LCFF S&C	N/A
Budget Reference	7311 – Network Fee (Website)	a) 7311 Network Expenses, Website b) 2000-2999 Classified Salaries, School Operations Manager c) 3000-3999 Employee Benefits, School Operations Manager d) 7311 Network Expenses, Survey	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$ 1,021,942

Percentage to Increase or Improve Services

34.55%

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

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

2018-19

Equitas Academy #2 serves the Pico-Union community and has a high percentage of unduplicated pupils.

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

- **Goal 1, Action 1:** Equitas Academy #2 offers its students a longer school year and longer school day. Built into each teacher's salary are (20) days of Summer Professional Development (before the academic year starts); 4 Non-instructional days dedicated to the analysis of data to inform instruction; and weekly staff/professional development during the academic year. In addition, our teachers also teach an RTI block (intervention) that ranges from 30-60 minutes daily.

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

To support Equitas Academy #2's program of academic interventions, our team includes a Chief Academic Officer (network position), a Dean of Instruction, and seven Instructional Assistants. The School Director also provides supports with academic interventions.

The following outlines how Equitas Academy #2 assesses scholars for intervention and a description of the types of intervention strategies that we will implement. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas are designed to address the needs of this population.

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

Additional Apprentice Teacher, and (1) Reading Interventionist, under the supervision of the (2) Deans of Instruction. The Instructional Assistants provide push-in/pullout academic support and intervention. The Deans of Instruction will provide Instructional Assistants and the entire teaching staff with coaching, observations, feedback and professional development on Intervention strategies, effective instructional strategies for ELL, differentiation and behavior intervention. Currently, 10 out of 14 teachers are new to the profession of teaching, which need the support, and coaching of the Deans of Instruction.

Daily RTI Block for 30-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.

Our school will purchase and or subscribe to the following web-based intervention programs: IXL Math, and Brain Pop, which are used by scholars during the instructional day.

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

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

Scholars benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in socioeconomic imbalanced communities, including those with high levels of poverty and refugee and English Language Learners, by promoting creativity, self-confidence, and school pride. The arts promote higher analytical thinking and reasoning and student voice especially when integrated with core subjects. Equitas Academy #3 will employ 3 Enrichment Instructors who will provide training, supervision and scheduling.

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include: Enrichment: 3 teachers – Spanish, Art, Theatre and Physical Education, that will include a nutritional component to educate our scholars on healthy eating and healthy living habits.

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

Established Life Skills and Community 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.

Equitas Academy #2 provides social-emotional counseling services through the Counselor from the CMO office; and additional onsite counseling services through a partnership with Dignity Health.

- Goal 2, Action 1: PROFESSIONAL DEVELOPMENT

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

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

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

- Goal 2, Action 2: STAFFING, SERVICES & PROGRAM TO SERVICE ELL SCHOLARS:

Equitas Academy #2 reviews and revises its EL Master Plan (LAUSD) as needed and aligns to the ELPAC; ELD Curriculum designated and integrated ELD. ELs receive designated ELD instruction four times per week and use Wilson's Phonics Program.

The School Director will administer the ELPAC assessment and document EL performance by scholar in their individual ELD Portfolio, which is monitored throughout the academic year.

- Goal 2, Action 4: TECHNOLOGY

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

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

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

- Field trips aligned to the content standards:
- Field trips college/universities:
- Host schoolwide events
- Develop leadership groups.

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

Equitas Academy #2 will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community:

- Continue to implement implementing Mindfulness techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.
- Equitas #2 will employ (2) Culture Coordinators to address social-emotional behavior (Tier 1), monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, communicate with families, address supervision of students. These reports will be provided to the School Director for further action, and possible referral to SST/RTI.
- Host guest speaker series on professionals who have overcome various adversities.

- Administer an annual scholar and staff survey to measure school safety and school connectedness.

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

Equitas Academy #2 will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. They include:

- Host monthly Family Nights: Math, Reading, Enrichment, Culture, and Scholars showcasing their work
- Translation services will be provided to parents for all events and meetings by the School Operations Manager.
- Parents will have access to Illuminate Parent Portal where they can access their child's academic progress, attendance, and communicate with school staff.
- Host parent/teacher conference: 2 times/year

2017-18

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

- Goal 1, Action 1; Professional Development for teachers: 20-days summer: 6 Non-instructional days during the school year
- Goal 1, Action 2: Implementation of Assessments to monitor student progress of unduplicated students.
- Goal 1, Action 3: Academic intervention 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.