

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 #4	Malka Borrego, CEO	mborrego@equitas.org 213.201.0440

2017-20 Plan Summary

The Story

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

Equitas Academy Charter Schools, are located in the Pico-Union community of Los Angeles, and provide a structured, achievement-based community that prepares scholars to graduate from four-year colleges. The Equitas Network currently serves over a 1100 scholars at two elementary schools and two middle schools.

Equitas Academy #4 is the latest addition to the Equitas network of high quality charter schools. In its initial year, Equitas #4 served 78 students in grades 5, and will expand annually by one grade level at 100 scholars per grade level, reaching maximum enrollment by Fall 2020, with 400 students in grades 5-8. In its first year, Equitas Academy 4’s student population included 95% Socio-Economically Disadvantaged Students; 12% Students with Disabilities; 22% English Language Learners; 1.2% Foster Youth; and 0% Homeless Youth.

Equitas provides its scholars with a standards-aligned instructional program by providing differentiated instruction using the Universal Design for Learning (UbD), strengthening positive behavior supports, and by providing access to mental health services through a structured Multi-Tiered Support System (MTSS).

LCAP Highlights

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

Our school will continue with our LCAP goals that align to our school's mission, schoolwide plans and 8 State Priorities:

- **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 #4 is in its first year of operation and therefore does not have any data on the CA Dashboard.

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 #4 is in its first year of operation and therefore does not have any data on the CA Dashboard.

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 #4 is in its first year of operation and therefore does not have any data on the CA Dashboard.

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	\$ 2,457,754
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 1,612,714

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 costs, etc.).

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 1,640,262

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Develop an 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.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 1

Annual Measureable Outcomes

Expected

Actual

Expected	Actual
Increase Attendance rates: Baseline	2017-18 ADA: 97% (preliminary)
Decrease Chronic Absenteeism rates: Baseline	Not applicable
Middle School Dropout rates: Baseline	Not applicable. Equitas #4 serves grade 5 only
Annual Growth on CAASPP ELA: Distance from Level (DFL) 3 Scale Scores: Grades 5-8: Baseline	Not applicable
Annual Growth on CAASPP Math Distance from Level (DFL) 3 Scale Scores: Grades 5-8: Baseline	Not applicable
Decrease % of Grade 5 students “at-risk HFZ” annually: Baseline	Not applicable
Administer Facility Inspection Tool (FIT): Score Good or Better	2017-18: FIT Score: Exemplary – Outcome Met

Expected

Actual

Decrease % of Grade 7 students “at-risk HFZ” annually: NA

Not applicable

Course Access: 100% of students will have access to: PE and Technology:

2017-18: 100% - Outcome Met

Note: Equitas Academy #4 is in its first year of operation and therefore does not have any CALPADS certified data but rather “preliminary” data.

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 #4 will employ 4 Classroom Teachers who are appropriately credentialed and assigned.</p> <p>The design of the academic year and professional development supports the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 95% Hispanic/Latino with an average of 95% of students qualifying for free or reduced-price meals, and an average of 20% of scholars are English Learners.</p> <p>To begin planning for the year, teachers report in August for professional development. The paid professional development days before, during, and after the school year ensure our teachers receive training and development necessary to support the critical</p>	<p><u>Longer Teacher Year & Instructional Day (Teacher Supports)</u> Equitas Academy #4 employed 3 Classroom Teachers and 1 interventionist who were appropriately credentialed and assigned.</p> <p>The design of the academic year and professional development supported the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 95% Hispanic/Latino with an average of 95% of students qualifying for free or reduced-price meals, and an average of 20% of scholars are English Learners.</p> <p>To begin planning for the year, teachers reported in August for professional development. The paid professional development days before, during, and after the school year ensure our teachers received training and development</p>	<p>\$7,097 \$186,290 \$57,046</p> <p>LCFF S&C LCFF Base LCFF Base</p> <p>1000-1999 Certificated Salaries; Teacher Salaries 1000-1999 Certificated Salaries; Teacher Salaries 3000-3999 Employee Benefits; Teacher Salaries</p>	<p>\$39,898 \$129,567 \$43,942</p> <p>LCFF S&C LCFF Base LCFF Base</p> <p>1000-1999 Certificated Salaries; Teacher Salaries 1000-1999 Certificated Salaries; Teacher Salaries 3000-3999 Employee Benefits; Teacher Salaries</p>

Planned
Actions/Services

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

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

Actual
Actions/Services

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.

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

Professional development for all teachers took place during the academic

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</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>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 focus their efforts on a specific skill set or strategy with small groups, and enables students to receive targeted</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

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></p> <p>In addition, to following state-mandated assessments (CAASPP ELA & Math: Grades 5-7 CELDT: Initial only; ELPAC: ELL scholars only; CA Science Test: Grade 5, 8; and Physical Fitness Test: Grade 5, 7), Equitas Academy #4 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></p> <p>In addition, to state-mandated assessments (CAASPP ELA & Math: Grade 5, CELDT: Initial only, ELPAC: ELL scholars only), Equitas Academy #4 staff implemented multiple types of assessments in order to monitor each scholar's: academic progress; identified their strengths and needs in order to modify instruction; and identified the type of academic intervention needed.</p> <ul style="list-style-type: none"> • Fountas & Pinnell Reading assessments • NWEA MAP ELA & Math Assessments: 3 times/year • Interim Performance Tasks • Writing Assessments 	<p>\$5,200</p> <p>LCFF S&C</p> <p>4000-4999 Student Materials; Fountas & Pinnell, NWEA, Illuminate Assessments</p>	<p>\$8,814</p> <p>LCFF S&C</p> <p>4000-4999 Student Materials; Fountas & Pinnell, NWEA, Illuminate Assessments</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ACADEMIC INTERVENTIONS</u> To support Equitas Academy #4's program of academic interventions, our team includes a Chief Academic Officer (network position) and the School Director.</p> <p>The following outlines how Equitas Academy #4 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 	<p><u>ACADEMIC INTERVENTIONS</u> To support Equitas Academy #4's program of academic interventions, our team included a Chief Academic Officer (network position), and the school Director.</p> <p>The following outlines how Equitas Academy assessed scholars for intervention and a description of the types of intervention strategies that were implemented. Using our data driven instructional program, our school scaled up the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas were designed to address the needs of this population.</p> <ol style="list-style-type: none"> Administered diagnostic assessments that were grade/age appropriate using F&P Reading & Writing Assessment. Administered NWEA MAP Assessments in ELA & Math 3 times/year. Administered Achievement First 	<p>\$12,000 \$90,000</p> <p>LCFF S&C LCFF Base</p> <p>7311 (Network Fee); CAO 1000-1999 Certificated Salaries; Base</p>	<p>\$11,334 \$45,250 \$45,250</p> <p>LCFF S&C LCFF S&C LCFF Base</p> <p>7311 (Network Fee); CAO 1000-1999 Certificated Salaries; 50% School Director 1000-1999 Certificated Salaries, 50% School Director</p>

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

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

classroom teachers.

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

AFTER SCHOOL PROGRAM

Equitas Academy #4 provides an after school academic and social enrichment program led/facilitated by the following staff:

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

AFTER SCHOOL PROGRAM

Equitas Academy #4 provided an after school academic and social enrichment program led/facilitated by the following staff:

- Expanded Learning Site Coordinator
- Expanded Learning Assistant Site Coordinator
- Expanded Learning Program Leaders

\$76,587

\$15,854

ASES

2000-2999 Classified Salaries; ASP Staff
3000-3999 Employee Benefits; ASP Staff

\$86,890

\$17,986

ASES

2000-2999 Classified Salaries; ASP Staff
3000-3999 Employee Benefits; ASP Staff

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SPECIAL EDUCATION PROGRAM</u> 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 #4 SPED Team provides instructional and social-emotional supports as outlined in the scholar's IEP:</p> <ul style="list-style-type: none"> • 1 Counselor • 1 Psychologist • Speech Pathologist (contracted) • Occupational Therapist (contracted) • RSP (contracted) 	<p><u>SPECIAL EDUCATION PROGRAM</u> Equitas Academy #4 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"> • 1 Psychologist (network) • 1 Counselor • 1 Case Manager • Contract out for: <ul style="list-style-type: none"> • Speech Pathologist • Occupational Therapist 	<p>\$14,284 \$3,704 \$65,313</p> <p>Other Federal Funds Other Federal Funds Other State Revenue</p> <p>1000-1999 Certificated Salaries; SPED staff 3000-3999 Employee Benefits; SPED Staff 5000-5999 Services and Operating Expense; Contracted SPED</p>	<p>\$7,001 \$1,815 \$85,000</p> <p>Other Federal Funds Other Federal Funds Other State Revenue</p> <p>1000-1999 Certificated Salaries; SPED staff 3000-3999 Employee Benefits; SPED Staff 5000-5999 Services and Operating Expense; 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 #4 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 #4 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. This program is led by the 2 Culture Coordinators and the school’s Dean.</p> <p>Established curriculum such as Second Step and Morning Meetings were used along with developmentally appropriate texts that highlighted and taught our school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values were the basis of a school culture that provided a safe and productive environment necessary for the academic, social, and emotional growth of every student. We believe that ethics are important in creating civic</p>	<p>\$46,000</p> <p>Title I</p> <p>2000-2999 Classified Salaries; Enrichment Teacher</p>	<p>\$48,480</p> <p>Title I</p> <p>2000-2999 Classified Salaries; Enrichment Teacher</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

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

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

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

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

greet students with a morning handshake.

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

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

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

Planned
Actions/Services

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 #4 will employ 1 Enrichment Instructor to provide Enrichment courses.
Course Access: PE & Technology

Actual
Actions/Services

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.
Course Access: PE and Technology.

Budgeted
Expenditures

Estimated Actual
Expenditures

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. No lease at current site. 2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services: plumbing repairs. 3. Director of Operations (network position) completed an annual Facility Inspection Tool (FIT); and made all necessary improvements as required. 	<p>\$150,000 \$14,040 \$2,906</p> <p>LCFF Base</p> <p>5000-5999 Services and Operating Expense; Rent 2000-2999 Classified Salaries; Housekeeping 3000-3999 Employee Benefits; Housekeeping</p>	<p>\$150,000 \$15,339 \$3,175</p> <p>LCFF Base</p> <p>5000-5999 Services and Operating Expense; Rent 2000-2999 Classified Salaries; Housekeeping 3000-3999 Employee Benefits; Housekeeping</p>

Analysis

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

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

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

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

The actions and services were highly effective to achieve the goal. This school year, Equitas shifted from Lucy Calkins Reader's & Writer's workshop to Achievement First standards-aligned curriculum for all disciplines. 100% of teachers were appropriately credentialed and assigned.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures are under budget expenditures because EQ4 enrolled fewer students in its first year than the budget anticipated.

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

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).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Annual Measureable Outcomes

Expected

Actual

Expected	Actual
% of students that will have access to standards-aligned instructional materials: 100%	100% - Outcome Met
% of teachers that will implement state standards for all students including EL access to CCSS & ELD: 100%	100% - Outcome Met
% of teachers who are appropriately credentialed and assigned: 100%	100% - Outcome Met
Increase percentage of EL who progress in English Proficiency (CELDT): Baseline - CELDT	2017-18: 70%
Increase English Learner reclassification rate: Baseline - CELDT	2017-18: 0%

Note: Equitas Academy #4 is in its first year of operation and therefore does not have any CALPADS certified data but rather “preliminary” data.

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) • 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 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff was provided with appropriate and targeted, research-based professional development. The focus this year was on the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Standards • CCSS Math • Next Generation Science Standards (NGSS) • Achievement First Math Curriculum • Analyzing data • Lesson Planning • Reviewing scholar work] • How to improve instructional practice • Lemov, Teach Like a Champion • Academic Interventions • Differentiation & Scaffolding Instruction 	<p>\$5,000</p> <p>LCFF S&C</p> <p>5000-5999 Services and Operating Expense</p>	<p>\$8,227.96</p> <p>LCFF S&C</p> <p>7311 Network Expenses</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • 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"> • 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"> • School visits to headquarter schools: Memphis, San Jose, Voices Academy (adopted Achievement First curriculum); Freedom Prep, and other high performing middle schools. 		

Action 2

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CURRICULUM</u> Every scholar has access to standards-aligned curriculum. Equitas Academy #4 will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Eureka Math • Leveled Libraries • Writers Workshop • Subscription to CGI Math • Expository Texts • Mindfulness Curriculum • Brain Pop 	<p><u>CURRICULUM</u> Every scholar has access to standards-aligned curriculum. Equitas Academy purchased the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • FOSS Kits • Leveled Libraries • Expository Texts • Core tests for the Achievement First Curriculum • LLI • IXL Math • AR subscription 	<p>\$46,800</p> <p>Other Federal Funds</p> <p>4000-4999 Student Supplies</p>	<p>\$39,253</p> <p>Other Federal Funds</p> <p>4000-4999 Student Supplies</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: 104 computers 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: 104 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. 	<p>\$104,000 \$7,459</p> <p>Other Federal Funds LCFF Base</p> <p>4000-4999 Student Supplies; Computers 7311 (Network Fee); IT Specialist</p>	<p>\$45,895 \$12,443 \$5,594</p> <p>Other Federal Funds ASES LCFF Base</p> <p>4000-4999 Student Supplies; Computers 4000-4999 Student Supplies; Chromebooks, Expanded Learning Program 7311 (Network Fee); IT Specialist</p>

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"> USC Big Bear camping trip See #1 above. Leadership opportunities for students did not take place this year. Provided scholars with access to after-school academic/social enrichment program. 	<p>\$20,000</p> <p>Other Federal Funds</p> <p>5000-5999 Services and Operating Expenses; Field Trips</p>	<p>\$36,903</p> <p>Other Federal Funds</p> <p>5000-5999 Services and Operating Expenses; Field Trips</p>

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures are under budget expenditures because EQ4 enrolled fewer students in its first year than the budget anticipated.

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).

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: 1, 3, 6

Local Priorities:

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
Suspension rates: Baseline	2017-18 suspension rates will serve as a baseline.
Expulsion rates: Baseline	2017-18 expulsion rates will serve as a baseline.
Administer Parent survey:	2017-18: 59% (150 parents)
Administer Student survey:	2017-18: 97% (76 students)

Note: Equitas Academy #4 is in its first year of operation and therefore does not have any CALPADS certified data but rather “preliminary” data.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u> Equitas Academy #4 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 	<p><u>SCHOOL CLIMATE & SAFETY</u> Equitas Academy #4 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, alarm system, manual door locks and chains, 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. All students participated in the Tiered Behavior System; and earned “Scholar Dollars” for exuding 	<p>\$1,275 \$37,400 LCFF S&C \$37,400 5000-5999 Services and Operating Expense; Kickboard 2000-2999 Classified Salaries; Office Coordinator</p>	<p>\$31,595 LCFF S&C 2000-2999 Classified Salaries; SOM</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>recognized at the Schoolwide Award Assembly.</p> <p>4. All teachers have received extensive training on implementing Mindfulness techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.</p> <p>5. In order to ensure a positive school climate, Office 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>positive behavior and exemplifying the school’s core values, redeemable for “free dress days, college trips/tours, and were recognized at the Schoolwide Award Assembly.</p> <p>4. All teachers received extensive training on implementing Mindfulness techniques with students, as a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.</p> <p>5. In order to ensure a positive school climate, the School Operations Manager, were in charge of monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports were provided to the School Director for further action, and possible referral to SST/RTI for Math/reading</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>intervention. .</p> <p>6. Equitas hosted schoolwide events that supported a positive learning environment. They included:</p> <ul style="list-style-type: none"> • Weekly Schoolwide Assembly based on the school's Core Values • Monthly student celebrations that scholars earned through demonstrating the school's Core Values • Other scholar 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 #4, parent input in decision-making will take place through the following venue:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) <p>The School Director is responsible for organizing these meetings and Equitas teachers and classified staff participates on the committees.</p>	<p><u>PARENT INPUT IN DECISION-MAKING</u> At Equitas Academy #4, parent input in decision-making took place through the following venues:</p> <ul style="list-style-type: none"> • School Site Council (SSC): 9 meetings • English Language Advisory Committee (ELAC): 9 meetings <p>The School Director was responsible for organizing these meetings and Equitas teachers and classified staff participated on the committees.</p>	<p>\$0</p> <p>No Source provided.</p> <p>Staff Salaries – See Goal #1, Action #1 and Action #3</p>	<p>Repeated Expenditure: Staff Salaries – See Goal #1, Action #1 and Action #3 for source, budget reference, and amount.</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></p> <p>Equitas Academy #4 provides the following opportunities to engage parents of unduplicated pupils 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 to gather input on safety and school connectedness. 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></p> <p>Equitas Academy #4 provided the following opportunities to engage parents of unduplicated students and students with disabilities as partners in their child’s education. They included:</p> <ol style="list-style-type: none"> 1. Hosted monthly “Cafecitos” to address schoolwide issues, upcoming events and volunteer opportunities using Parent Square and Illuminate Parent portal. 2. Parent workshops on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child academically • Teenage Development • Safe Tech and internet practices for pre-teens 3. Administered a parent survey. 4. Ensured school website and social media was updated on a regular basis as a method to communicate with parents. 	<p>\$336</p> <p>LCFF S&C</p> <p>7311 (Network Fee); website</p>	<p>\$252</p> <p>LCFF S&C</p> <p>7311 (Network Fee); website</p>

Analysis

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

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

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

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

SSC/ELAC meetings took place. Parents were administered the TNTP assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures are under budget expenditures because EQ4 enrolled fewer students in its first year than the budget anticipated.

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

- Cafecitos: 9/13/17, 10/11/17, 11/15/17, 12/14/17, 1/17/18, 2/14/18, 3/7/18, 4/18/18, 5/9/19, 6/12/18
- SSC/ELAC: 10/3/17, 11/7/17, 12/5/17, 1/9/18, 2/6/18, 3/6/18, 4/3/18, 5/1/18, 6/5/18
- Staff Meetings: Biweekly during the academic year
- Board meetings: Monthly

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

Impact on LCAP and Annual Update

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

These consultations have impacted the LCAP in the following ways:

- Acquisition of a permanent facility site
- Develop and implement more structures in place for scholars with significant behavioral issues
- Teachers would like additional professional development: Love & Logic techniques, aggressive monitoring

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

Goal 1

Develop an 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.

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:	NA	NA	Spring 2018 CAASPP Results will serve as a baseline	Will establish annual growth target once Spring 2018 results are released.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 5-8:	NA	Baseline	Spring 2018 CAASPP Results will serve as a baseline	Will establish annual growth target once Spring 2018 results are released.
Increase Attendance rate: >96%	NA	Baseline	>96%	>96%
Decrease Chronic Absenteeism rate: (0.5% decline annually):	NA	Baseline	Will establish annual growth target once 2017-18 results are released	Will establish annual growth target once 2017-18 results are released
Maintain Middle School Dropout Rate:	NA	Baseline	Will establish annual growth target once 2017-18 results are released	Will establish annual growth target once 2017-18 results are released
Administer Facility Inspection Tool (FIT): Score Good or Better	NA	Exemplary	Good	Good
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	NA	Spring 2018 PFT results will serve as a baseline	Will establish annual growth target once Spring 2018 results are released	Will establish annual growth target once Spring 2018 results are released
Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	NA	NA	NA	Spring 2020 PFT results will serve as a baseline
Course Access: 100% of students will have access to: PE, and Technology.	NA	100%	100%	100%

Note: Equitas Academy #4 opened Fall 2017 and serves/will serve: Grade 5 (2017-18); Grades 5-6 (2018-19) & Grades 5-7 (2019-20)

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>Longer Teacher Year & Instructional Day (Teacher Supports) Equitas Academy #4 will employ 4</p>	<p>Longer Teacher Year & Instructional Day (Teacher Supports) Equitas Academy #4 will employ 8</p>	
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2017-18 Actions/Services

Classroom Teachers who are appropriately credentialed and assigned.

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

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

2018-19 Actions/Services

Classroom Teachers who are appropriately credentialed and assigned and a **School Director/Principal**.

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 92% Hispanic/Latino with an average of 94% of students qualifying for free or reduced-price meals, and an average of 22% 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

2019-20 Actions/Services

2017-18 Actions/Services

or more often as needed.

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

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

- Provide 20-days of Summer Professional Development for all teachers.
- Provide 6 days of Professional Development on non-instructional days.

2018-19 Actions/Services

experienced teachers meet biweekly or more often as needed.

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

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

- Provide 20-days of Summer Professional Development for all teachers.
- Provide 5 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.

2019-20 Actions/Services

2017-18 Actions/Services

- Provide weekly Professional Development for 2 hours (Fridays).
- Provide weekly staff collaboration time for lesson planning by grade level/subject.

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

2018-19 Actions/Services

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

Because teachers share instruction (different teachers for different subjects) for all students, teachers are able to lesson plan

2019-20 Actions/Services

2017-18 Actions/Services

between English language acquisition and instruction in other academic subjects.

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

2018-19 Actions/Services

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 30-60 minutes.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,097 \$186,290 \$57,046	a) 306,924 b) 96,462 c) 85,264 d) 26,797 e) 54,075 f) 54,075 g) 15,022	N/A

Year	2017-18	2018-19	2019-20
		h) 15,022	
Source	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 S&C g) LCFF Base h) LCFF S&C	N/A
Budget Reference	1000-1999 Certificated Salaries; Teacher Salaries 1000-1999 Certificated Salaries; Teacher Salaries 3000-3999 Employee Benefits; Teacher Salaries	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) 1000-1999 Certificated Salaries, School Director g) 3000-3999 Employee Benefits, School Director h) 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 5-7 CELDT: Initial only; ELPAC: ELL scholars only; CA Science Test: Grade 5, 8; and Physical Fitness Test: Grade 5, 7), Equitas Academy #4 staff will implement multiple types of assessments in order to monitor each scholar's: academic progress;

2018-19 Actions/Services

ASSESSMENTS

Equitas Academy #4 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
- Performance Tasks

In addition, Equitas Academy #4 scholars will also participate in the following state-mandated assessments:

- CAASPP: ELA & Math: Grades 5-6
- CA Science Test: Grades 5
- Physical Fitness Test: Grade 5
- ELPAC: for all ELL

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,200	a) 1,680 b) 6,884 c) 250	N/A
Source	LCFF S&C	a) LCFF Base b) LCFF Base c) LCFF Base	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	4000-4999 Student Materials; Fountas & Pinnell, NWEA, Illuminate Assessments	<ul style="list-style-type: none"> a) 4000-4999 Student Supplies, NWEA MAP ELA & Math b) 4000-4999 Student Supplies, Fountas & Pinnell c) 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 #4's program of academic interventions, our team includes a Chief Academic Officer (network position) and the School Director.

The following outlines how Equitas

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

To support Equitas Academy's (EQ#4) program of academic interventions, our team includes a **Chief Academic Officer** (network position), **(2) Deans of Instruction, Reading**

2019-20 Actions/Services

2017-18 Actions/Services

Academy #4 assesses scholars for intervention and a description of the types of intervention strategies that will be implemented. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs for unduplicated pupils.

1. Administer diagnostic assessments that are grade/age appropriate using F&P Reading & Writing Assessment.
2. NWEA MAP Assessments in ELA & Math are administered 3 times/year.
3. Administer internally created standards-based assessment in all core subjects at all grade levels to ensure that students are meeting or exceeding California standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, allow us to make the necessary adjustments as immediately as possible to ensure that our students are acquiring the skills outlined in the California Content Standards.
4. Based on an analysis of data, students are placed in flexible grouping (low,

2018-19 Actions/Services

Interventionist, and (1) Apprentice Teacher.
The School Director also supports academic interventions.

The following outlines how Equitas Academy #4 assesses scholars for intervention and a description of the types of intervention strategies that we will implement. Using our data driven instructional program, our school will scale the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas are designed to address the needs of this population.

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

2019-20 Actions/Services

2017-18 Actions/Services

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.
7. Additional academic support by a

2018-19 Actions/Services

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, Chief Academic Officer, and Academic Coach** (ELA Teacher) 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

2019-20 Actions/Services

2017-18 Actions/Services

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

feedback from the Chief Academic Officer.

- The **School's Director/Principal** will serve as the instructional coach, observing, providing feedback to teachers.
- The Equitas Home office will provide a Middle School Curriculum Specialist, to support teachers with the implementation of Achievement First Curriculum.
- 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.
- Small group instruction during classroom instruction by the classroom teacher and/or Instructional Assistants.
- Daily RTI Block for 30-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none"> • Our school will purchase and/or subscribe to the following web-based intervention programs: IXL Math, Accelerated Reader, 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

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000 \$90,000	a) 23,690 b) 6,582 c) 1,828 d) 10,024 e) 4,200 f) 1,301 g) 7,152 h) 135,708 i) 1,480	N/A

Year	2017-18	2018-19	2019-20
		j) 28,092	
Source	LCFF S&C LCFF Base	a) LCFF S&C b) LCFF S&C c) LCFF S&C d) LCFF S&C e) LCFF S&C f) LCFF S&C g) LCFF S&C h) ASES i) LCFF S&C j) ASES	N/A
Budget Reference	7311 (Network Fee); CAO 1000-1999 Certificated Salaries; Base	a) 7311 Network Expenses, CAO b) 1000-1999 Certificated Salaries, Instructional Coaches c) 3000-3999 Employee Benefits, Instructions Coaches d) 1000-1999 Certificated Salaries, Accelerated Reader e) 4000-4999 Student Supplies, IXL Math f) 4000-4999 Student Supplies, BrainPop g) 2000-2999 Classified Salaries, After School h) 2000-2999 Classified Salaries, After School i) 3000-3999 Employee Benefits, After School j) 3000-3999 Employee Benefits, After School	N/A

Action 4

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

	New	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</p>	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 #4 will employ **1 Enrichment Instructor** 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: Technology**
- **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		a) 70,433 b) 46,701 c) 14,580 d) 9,667	N/A

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

Action 5

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services

SPECIAL EDUCATION PROGRAM
Equitas is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas Academy #4 SPED Team provides instructional and

2018-19 Actions/Services

SPECIAL EDUCATION PROGRAM
Equitas Academy #4 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 (E#4) SPED Team provides

2019-20 Actions/Services

2017-18 Actions/Services

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

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

2018-19 Actions/Services

instructional and social-emotional supports as outlined in the scholar's IEP:

- 1 RSP Teachers
- Dean of Student Support Services (from home office – split between all 4 schools)
- Contract out for:
 - Speech Pathologist
 - Occupational Therapist

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,284 \$3,704 \$65,313	a) 26,865 b) 26,195 c) 7,463 d) 7,277 e) 10,083 f) 2,801 g) 22,742 h) 6,318 i) 33,333	N/A

Year	2017-18	2018-19	2019-20
Source	Other Federal Funds Other Federal Funds 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 3000-3999 Employee Benefits; SPED Staff 5000-5999 Services and Operating Expense; 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):

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

SOCIAL-EMOTIONAL SUPPORTS
The Equitas Academy #4 curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in school, college and the

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:
The Equitas Academy #4 curriculum incorporates a rigorous and developmentally

2019-20 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 and autonomous. Students in the upper elementary grades have an opportunity to explore multicultural literature in the pursuit

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

Established Life Skills Block (30 minutes) and Community Meetings (30 minutes/ weekly) 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. Students read a collection of materials to

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

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

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

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

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 #4 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 30 minutes that focuses on the following topics: managing emotions, social skills, and behavioral. Teachers will participate in morning huddle daily for 10 minutes.

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 #4 provides social-emotional counseling services through the

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 #4 will employ 1 Enrichment Instructor to provide Enrichment courses.

Course Access: PE & Technology

Counselor **from the CMO office (split with EQ4)**; and additional onsite counseling services through a partnership with **Dignity Health**.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$46,000	a) 8,034 b) 2,232 c) 22,742 d) 6,318	N/A

Year	2017-18	2018-19	2019-20
Source	Title I	<ul style="list-style-type: none"> a) LCFF S&C b) LCFF S&C c) Other State d) Other State 	N/A
Budget Reference	2000-2999 Classified Salaries; Enrichment Teacher	<ul style="list-style-type: none"> 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)

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

FACILITIES

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

1. Annual facility leasing cost for school site.

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.
- Costs for miscellaneous facility

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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.

- repairs and/or maintenance.
- Complete annual Facility Inspection Tool (FIT) report
 - Classroom furniture for annual expansion (addition of 6th grade)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,000 \$14,040 \$2,906	a) 29,234 b) 130,766 c) 37,775	N/A
Source	LCFF Base	a) LCFF Base b) Other State c) LCFF Base	N/A
Budget Reference	5000-5999 Services and Operating Expense; Rent 2000-2999 Classified Salaries; Housekeeping 3000-3999 Employee Benefits; Housekeeping	a) 5000-5999 Operating Services, Lease b) 5000-5999 Operating Services, Lease c) 5000-5999 Operating Services, Vendor Repairs	N/A

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

Unchanged Goal

Goal 2

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).

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:	N/A	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.	N/A	<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>2</td></tr> <tr><td>HISTORY</td><td>4</td></tr> </table>	ELA	4	ELD	1	MATH	4	NGSS	2	HISTORY	4	<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>4</td></tr> </table>	ELA	4	ELD	1	MATH	4	NGSS	3	HISTORY	4	<table border="1"> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>2</td></tr> <tr><td>MATH</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>HISTORY</td><td>5</td></tr> </table>	ELA	5	ELD	2	MATH	5	NGSS	4	HISTORY	5
ELA	4																																	
ELD	1																																	
MATH	4																																	
NGSS	2																																	
HISTORY	4																																	
ELA	4																																	
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MATH	4																																	
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HISTORY	4																																	
ELA	5																																	
ELD	2																																	
MATH	5																																	
NGSS	4																																	
HISTORY	5																																	
% of teachers who are appropriately credentialed and assigned.	N/A	100%	100%	100%																														
Increase percentage of EL who progress in English Proficiency CELDT/ELPAC	NA	70%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.																														
Increase English Learner reclassification rate:	NA	0%	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.																														

Note: Equitas Academy #4 opened Fall 2017 and serves/will serve: Grade 5 (2017-18); Grades 5-6 (2018-19) & Grades 5-7 (2019-20)

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 appropriate and targeted, research-based

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

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** Classroom Management Techniques
- **Get Better Faster Classroom Management Techniques**
- **Standards Institute**
- **Teaching with Love & Logic**
- **Restorative Conversations**
- **Dynamic Mindfulness**
- **Fundamentals of Instruction for each core subject**
- **Unit unpacking**
- **Intellectual Prepping for lessons**
- **Unpacking the Standards**
- **Understanding the SBAC Assessment**
- **Analyzing and creating scholar exemplars**
- **Tiered Behavior System**
- **Classroom Environment Expectations**
- **Parents as Partners**
- **Reading Across the Contents**

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 Academy #4 encourages and

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>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:</p> <ul style="list-style-type: none"> • Standards Institute • Building Excellent Schools (BES): LENS Leader • BTSA Costs to ensure teachers are appropriately credentialed. 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,657	N/A
Source	LCFF S&C	LCFF S&C	N/A
Budget Reference	5000-5999 Services and Operating Expense	5000-5999 Services and Operating Expense	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 #4 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

2018-19 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE ELL SCHOLARS:
Equitas Academy #4 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

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.

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	5,000	N/A
Source	LCFF S&C	LCFF S&C	N/A
Budget Reference	1000-1999 Certificated Salaries; EL Stipend	4000's	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 #4 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 #4 will purchase the following core curriculum but not limited to:

- **Achievement First Open Source** curriculum: Literature, Composition,

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ul style="list-style-type: none"> • Writers Workshop • Subscription to CGI Math • Expository Texts • Mindfulness Curriculum • Brain Pop 	<p>Math, Cumulative Review, Science and History</p> <ul style="list-style-type: none"> • Manipulatives, novels, science materials, and other materials needed for implementation of the Achievement First Open Source Curriculum will be purchased 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$46,800	\$27,112	N/A
Source	Other Federal Funds	Other Federal Funds	N/A
Budget Reference	4000-4999 Student Supplies	4000-4999 Student Supplies	N/A

Action 4

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

Students to be Served:

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

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

TECHNOLOGY

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

1. Purchase the following technology devices: 104 computers

2018-19 Actions/Services

TECHNOLOGY

Equitas Academy #4 will be in its second year of operation, adding one grade level annually. Our goal is to implement a 1:1 student to device ratio, Our school will conduct a needs assessment based on staff and student needs. Annual, purchases for

2019-20 Actions/Services

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

technology include but are not limited to:

- Chromebooks
- ELMO's Projectors
- Technology devices

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$104,000 \$7,459	\$30,817	N/A
Source	Other Federal Funds LCFF Base	Other Federal Funds	N/A
Budget Reference	4000-4999 Student Supplies; Computers 7311 (Network Fee); IT Specialist	4000-4999 Student Supplies, Tech purchases	N/A

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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:

1. Extend scholar learning opportunities

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

- 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:** Petersen Automotive Museum
- **Positive Adventures Outdoor Education**
- **Field trips college/universities:** USC & UCLA
- **Clubs & Organizations:** LOUD, I Heart Art, Gabriella Dance through Expanded Learning

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$14,360	N/A
Source	Other Federal Funds	LCFF S&C	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	5000-5999 Services and Operating Expenses; Field Trips	5000-5999 Services and Operating Expenses	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: 1, 3, 6

Local Priorities: 1, 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.	NA	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students.	NA	Met	Met	Met
Suspension rates:	NA	Baseline	Establish AMO	Establish AMO

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion rates:	NA	Baseline	Establish AMO	Establish AMO
Increase parent participation rate on parent survey:	Baseline	59% (41 parents)	61%	63%
Increase student participation rate on student survey:	Baseline	97% (Grade 5)	>90%	>90%

Note: Equitas Academy #4 opened Fall 2017 and serves/will serve: Grade 5 (2017-18); Grades 5-6 (2018-19) & Grades 5-7 (2019-20)

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

--	--

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SCHOOL CLIMATE & SAFETY

Equitas Academy #4 will implement the following actions and services to ensure all scholars are provided with a safe, welcoming and positive learning community,

ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

Equitas Academy #4 will implement the following actions and services to ensure all students are provided with a safe,

--

2017-18 Actions/Services

The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.

2. School Director will develop a supervision schedule that includes supervision of scholars before/during and after-school.
3. Implement Tiered Behavior System schoolwide. All student will participate in the Tiered Behavior System; and earn "Scholar Dollars" for exuding positive behavior and exemplifying the school's core values, redeemable for "free dress days, college trips/tours, and are recognized at the Schoolwide Award Assembly.
4. All teachers have received extensive training on implementing **Mindfulness** techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It

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

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, Office 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 Academy #4 will employ **(1) Culture Coordinator** 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/Principal for further action, and possible referral to SST/RTI.
- Host schoolwide events: Pay Day (occurs at the end of the month, perfect attendance award,
- Administer an **annual student and staff survey** to measure safety and school connectedness.
- Will employ **supervision staff**.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,275 \$37,400	a) 1,000 (Repeated Expenditure) b) 39,041 c) 8,081 d) 795	N/A
Source	LCFF S&C \$37,400	a) LCFF S&C b) LCFF S&C c) LCFF S&C d) LCFF S&C	N/A
Budget Reference	5000-5999 Services and Operating Expense; Kickboard 2000-2999 Classified Salaries; Office Coordinator	a) 5000-5999 Operating Services, Field trips - college b) 2000-2999 Classified Salaries, Culture Coordinator c) 3000-3999 Employee Benefits, Culture Coordinator d) 7311 Network Expenses, Annual Student and Staff Survey	N/A

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PARENT INPUT IN DECISION-MAKING
 At Equitas Academy #4, parent input in decision-making will take place through the following venue:

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

PARENT INPUT IN DECISION-MAKING
 At Equitas Academy #4, parent input in decision-making will take place through the following venue:

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

Location(s):

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

--	--

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

New	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

Equitas Academy #4 provides the following opportunities to engage parents of unduplicated pupils as partners in their child’s education. They include:

1. Host “Cafecitos” to address schoolwide

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Equitas Academy #4 will provide all parents (including unduplicated scholars, and Scholars with Disabilities) with numerous opportunities to engage as partners in their

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2017-18 Actions/Services

issues, upcoming events and volunteer opportunities.

2. Parent workshops on the following topics as requested by parents:
 - How to support my child academically
 - Understanding CAASPP results
3. Administer an annual parent survey to gather input on safety and school connectedness.
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:
 - Understanding Middle School Behaviors
 - Safe Technology Use
- Host monthly **Family Nights**
- Host parent/teachers conferences
- **The School Operations Manager** will provide translation services to parents for all events and meetings.
- 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 conferences: 2 times per year
- Host Family Night: 2 parent workshops with a focus on academic and culture building

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> Administer annual parent survey to 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	\$336	a) 698 b) 66,950 c) 3,859 d) 795	N/A
Source	LCFF S&C	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, Annual Student and Staff Survey	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$ 417,545

Percentage to Increase or Improve Services

34.15%

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 #4 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 #4 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); 5 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's (EQ#4) program of academic interventions, our team includes a Chief Academic Officer (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 #4 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, Chief Academic Officer, and Academic Coach (ELA Teacher) 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.

The School's Director/Principal will serve as the instructional coach, observing, providing feedback to teachers.

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, Accelerated Reader, 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 #4 will employ an Enrichment Instructor 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: 1 teacher – Technology 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 Block (30 minutes) and Community Meetings (30 minutes/ weekly) 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 #4 provides social-emotional counseling services through the Counselor from the CMO office (split with EQ4); 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; Get Better Faster Classroom Management Techniques, Standards Institute, Teaching with Love & Logic; Restorative Conversations; Dynamic Mindfulness, Analyzing and creating scholar exemplars, Tiered Behavior System, Parents as Partners, and Reading Across the Contents.

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 #4 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 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
- Offer students access to clubs/organizations

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

Equitas Academy #4 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 #4 will employ a Culture Coordinator 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.

- employ supervision staff

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

Equitas Academy #4 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 parent workshops: Understanding Middle School Behaviors; and Safe Technology Use.
- Host monthly Family Nights: 2 parent workshops with a focus on academic and culture building
- 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.
- Administer annual parent survey to gain insight on the sense of safety and school connectedness and identify parent needs.

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: 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 teachers under the leadership of the CAO.
- Goal 2, Action 1: Professional development on ELD Standards, differentiation, and academic interventions.
- Goal 2, Action 2: Improvements to the ELD Program
- Goal 3, Action 1: Implementation of web-based resource to monitor behavioral interventions and supports for students
- 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.