

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	EQUITAS ACADEMY #4		
Contact Name and Title	Malka Borrego, CEO	Email and Phone	mborrego@equitas.org 213.201.0440

2017-20 Plan Summary

THE STORY

Briefly 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 1,000 scholars at two elementary schools and one middle school.

Equitas Academy #4, is the latest addition to the Equitas network of high quality charter schools scheduled to open Fall 2017. In its initial year, Equitas #4 will serve 100 students in grades 5, and 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. The projected demographics for our incoming scholars is expected to be 95% who qualify for free and reduced price lunch, 40% English Language Learners (ELL); and 12% Scholars with Disabilities.

Equitas provides its scholars with a standards-aligned instructional program providing differentiated instruction using the Universal Design for Learning (UbD), strengthening positive behavior supports, 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.

Equitas Academy #4 has established the following LCAP Goals for the upcoming 2017-18 school year.

- GOAL #1: 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.

Not applicable. Equitas #4 is scheduled to open Fall 2017.

GREATEST PROGRESS

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?

Not applicable. Equitas #4 is scheduled to open Fall 2017.

GREATEST NEEDS

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?

Not applicable. Equitas #4 is scheduled to open Fall 2017.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

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

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

Office Coordinator to closely monitor and report absences/attendance records, suspensions/expulsions, referrals, truancy chronic absenteeism rates and suspensions

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,748,139

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

\$999,321

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

In addition to the expenses outlined in the Goals, Actions, and Services for 2017-18, Equitas Academy #4's budget includes funding for some office staff, the food program, communications, consultants, and fees paid to the network office. Those fees cover the cost of staff and services (e.g. audit, legal, back office, general insurance) to support Equitas Academy #4. The overall budget also includes expenses related to start-up that are funded by the federal Public Charter School Grant.

\$943,194

Total Projected LCFF Revenues for LCAP Year

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Equitas Academy #4 is scheduled to open Fall 2017 serving 100 scholars in grade 5, and will expand annually by one grade level to serve a maximum of 400 scholars in grades 5-8 by Fall 2020. In the planning process for this LCAP, our recruitment team informally surveyed prospective parents, since Equitas #4 has not yet opened.

Board approval will be on June 24, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Equitas Academies are well-known to the community, and both prospective parents and students provided the following feedback:

- Parents would like the school to implement a 1:1 Student to device ratio.
- Parents and students would like the school to offer sports.
- Parents would like the school to secure a facility site.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New

Modified

Unchanged

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase Attendance rates:	NA	Baseline	Establish AMO	Establish AMO
Decrease Chronic Absenteeism rates:	NA	Baseline	Establish AMO	Establish AMO
Middle School Dropout rates:	NA	Baseline	<1%	<1%
Annual Growth on CAASPP ELA: Distance from Level (DFL) 3 Scale Scores: Grades 5-8	NA	Baseline	Establish AMO	Establish AMO
Annual Growth on CAASPP Math Distance from Level (DFL) 3 Scale Scores: Grades 5-8	NA	Baseline	Establish AMO	Establish AMO
Decrease % of Grade 5 students "at-risk HFZ" annually:	NA	Baseline	Establish AMO	Establish AMO

Administer Facility Inspection Tool (FIT): Score Good or Better	Good	Good	Good	Good
Decrease % of Grade 7 students “at-risk HFZ” annually:	NA	NA	NA	Baseline
Course Access: 100% of students will have access to: PE and Technology	NA	NA	NA	Baseline

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Longer Teacher Year & Instructional Day (Teacher Supports)

Equitas Academy #4 will employ 4 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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

underserved – on average Equitas scholars are 95% Hispanic/Latino with an average of 95% of students qualifying for free or reduced-price meals, and an average of 20% of scholars are English Learners.

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

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

campuses (TK-8), with specifically designed templates through an in-house professional development program.

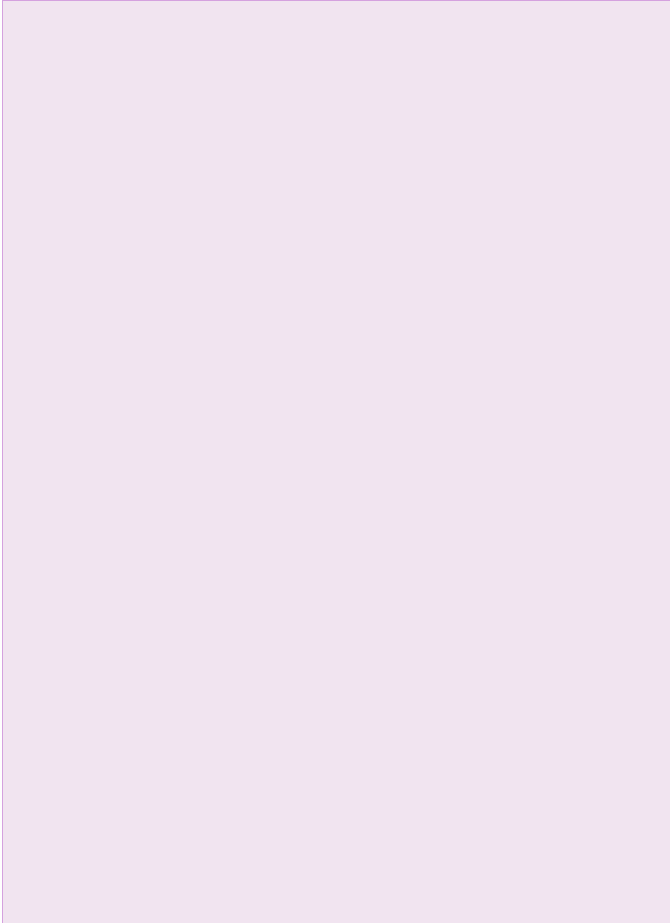
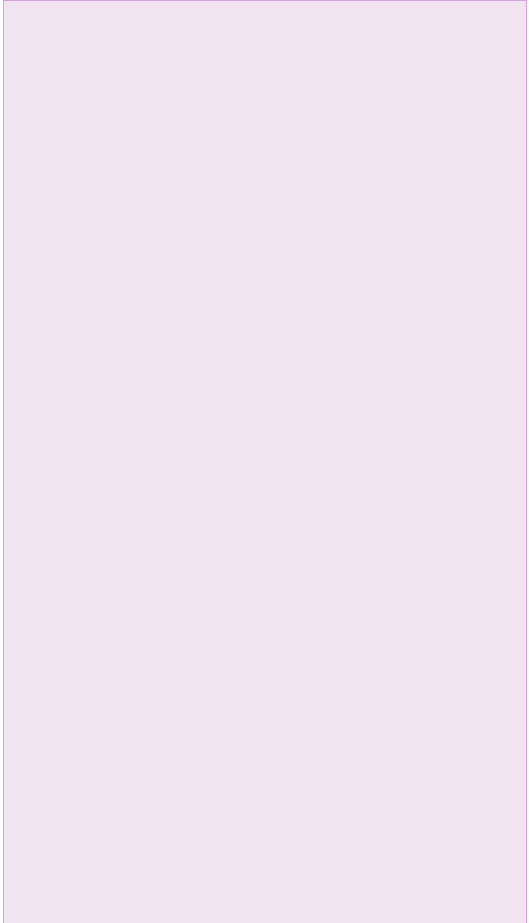
Professional development for all teachers will take place during the academic year, as follows:

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

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

role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

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



BUDGETED EXPENDITURES

2017-18

Amount	\$7,097
Source	LCFF S&C
Budget Reference	1000-1999 Certificated Salaries; Teacher Salaries

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Amount	\$186,290	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	1000-1999 Certificated Salaries; Teacher Salaries	Budget Reference		Budget Reference	
Amount	\$57,046	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	3000-3999 Employee Benefits; Teacher Salaries	Budget Reference		Budget Reference	

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

ASSESSMENTS

In addition, to following state-mandated assessments (CAASPP ELA & Math: Grades 5-7 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.

- Fountas & Pinnell Reading assessments
- NWEA MAP ELA & Math Assessments: 3

times/year <ul style="list-style-type: none"> • Interim Performance Tasks • Writing Assessments 		
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BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$5,200	Amount	Amount
Source	LCFF S&C	Source	Source
Budget Reference	4000-4999 Student Materials; Fountas & Pinnell, NWEA, Illuminate Assessments	Budget Reference	Budget Reference

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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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 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.

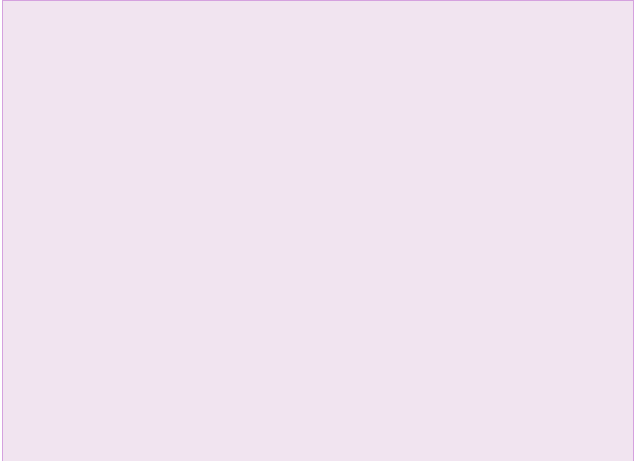
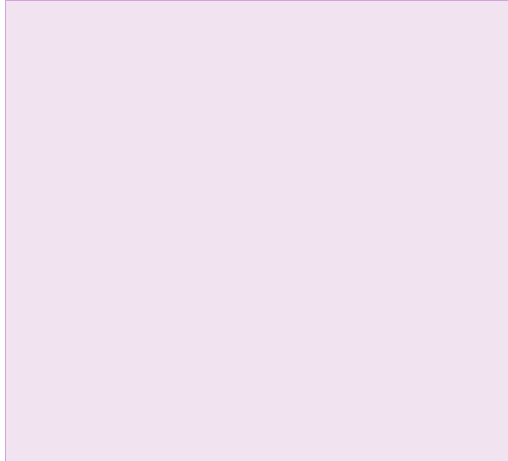
1. Administer diagnostic assessments that are grade/age appropriate using F&P Reading & Writing

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, 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 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.



BUDGETED EXPENDITURES

2017-18

Amount	\$12,000
Source	LCFF S&C
Budget Reference	7311 (Network Fee); CAO
Amount	\$90,000
Source	LCFF Base
Budget Reference	1000-1999 Certificated Salaries; Base

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

AFTER SCHOOL PROGRAM

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

- ASP Site Coordinator
- ASP Assistant Site Coordinator

- After School Program Leaders

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BUDGETED EXPENDITURES

2017-18

Amount \$76,587

Source ASES

Budget Reference 2000-2999 Classified Salaries; ASP Staff

Amount \$15,854

Source ASES

Budget Reference 3000-3999 Employee Benefits; ASP Staff

2018-19

Amount

Source

Budget Reference

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **5**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

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

- RSP (contracted)

BUDGETED EXPENDITURES

2017-18

Amount	\$14,284
Source	Other Federal Funds
Budget Reference	1000-1999 Certificated Salaries; SPED staff
Amount	\$3,704
Source	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits; SPED Staff
Amount	\$65,313
Source	Other State Revenue
Budget Reference	5000-5999 Services and Operating Expense; Contracted SPED

2018-19

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

2019-20

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

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

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 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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

developmentally appropriate texts that highlight and teach our school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student. We believe that ethics are important in creating civic individuals. Ethics combined with perseverance help students to successfully confront the challenges they will face as they grow and mature and to avoid self-destructive behaviors and situations they may face as adolescents and young adults. This program will be led by 2 Culture Coordinators and the school's Dean.

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

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

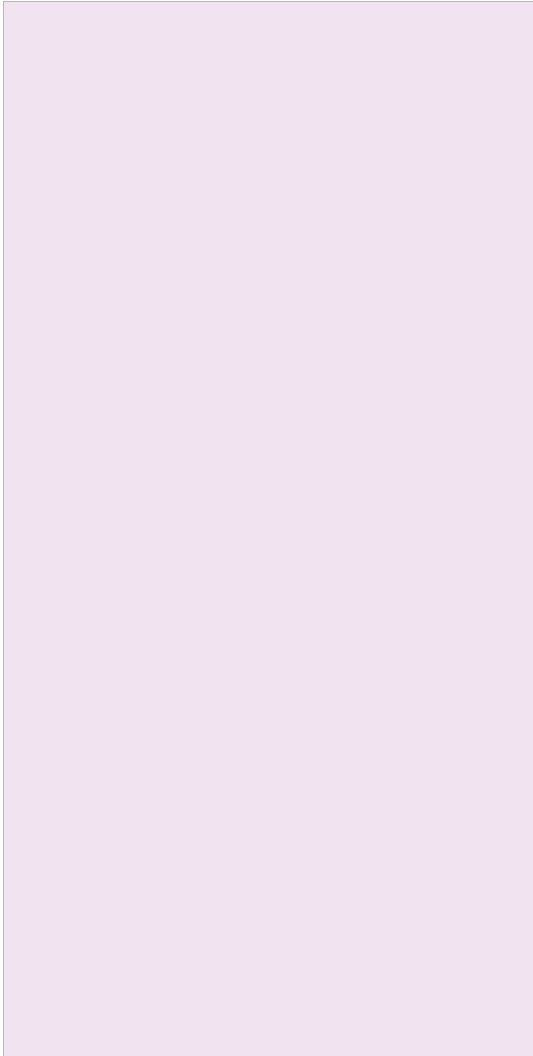
Community Circle: Justice, fairness, and equity also are important values infused throughout the school culture and rituals. Through studying nonviolent social

movements for justice, learning strategies for problem solving and conflict resolution, and our emphasis on respect for self, perseverance, and respect for others, our students learn to navigate challenges and conflicts in a peaceful way.

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

Enrichment Courses: Students benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in socioeconomic imbalanced communities, including those with high levels of poverty and refugee and English Language Learners, by promoting creativity, self-confidence, and school pride. The arts promote higher analytical thinking and reasoning and student voice especially when integrated with core subjects. Equitas Academy #4 will employ 1 Enrichment Instructor to provide Enrichment courses.

Course Access: PE & Technology



BUDGETED EXPENDITURES

2017-18

Amount

\$46,000

Source

Title I

2018-19

Amount

Source

2019-20

Amount

Source

Budget
Reference

2000-2999 Classified Salaries;
Enrichment Teacher

Budget
Reference

Budget
Reference

Action **7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

FACILITIES

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

1. Annual facility leasing cost for school site.
2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services.
3. Director of Operations will complete an annual Facility Inspection Tool (FIT); and make all

necessary improvements as required.

BUDGETED EXPENDITURES

2017-18

Amount

\$150,000

Source

LCFF Base

Budget Reference

5000-5999 Services and Operating Expense; Rent

Amount

\$14,040

Source

LCFF Base

Budget Reference

2000-2999 Classified Salaries; Housekeeping

Amount

\$2,906

Source

LCFF Base

Budget Reference

3000-3999 Employee Benefits; Housekeeping

2018-19

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

New Modified Unchanged

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students that will have access to standards-aligned instructional materials:	N/A	100%	100%	100%
% of teachers that will implement state standards for all students including EL access to CCSS & ELD.	N/A	100%	100%	100%
% of teachers who are appropriately credentialed and assigned.	N/A	100%	100%	100%
Increase percentage of EL who progress in English Proficiency (CELDT):	NA	Baseline - CELDT	Baseline - ELPAC	Establish AMO
Increase English Learner reclassification rate:	NA	Baseline - CELDT	Baseline - ELPAC	Establish AMO

PLANNED ACTIONS / SERVICES

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

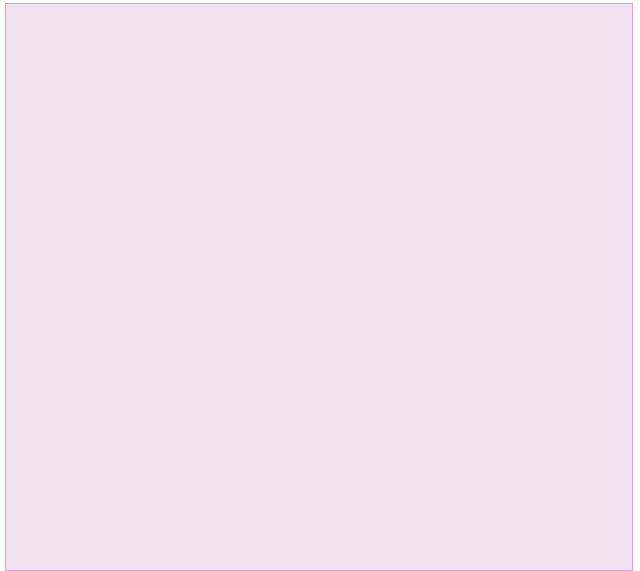
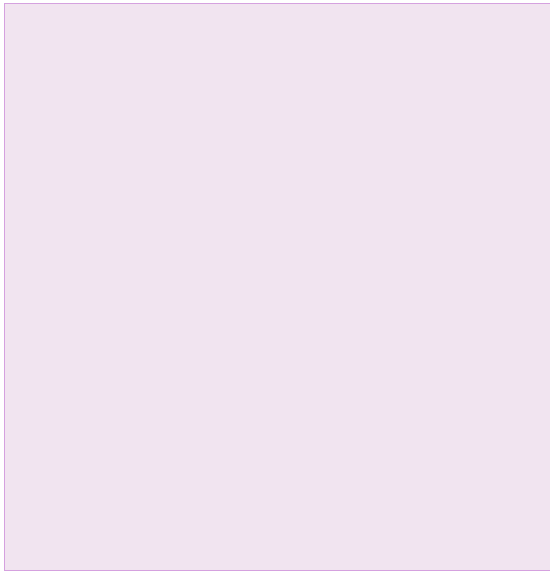
PROFESSIONAL DEVELOPMENT

1. In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

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



BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	LCFF S&C
Budget Reference	5000-5999 Services and Operating Expense

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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 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.

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BUDGETED EXPENDITURES

2017-18

Amount

\$1,000

Source

LCFF S&C

Budget Reference

1000-1999 Certificated Salaries;
EL Stipend

2018-19

Amount

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Source

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Budget Reference

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2019-20

Amount

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Source

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Budget Reference

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Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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
- Writers Workshop
- Subscription to CGI Math
- Expository Texts
- Mindfulness Curriculum
- Brain Pop

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BUDGETED EXPENDITURES

2017-18

Amount

\$46,800

Source

Other Federal Funds

Budget
Reference

4000-4999 Student Supplies

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

TECHNOLOGY

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

1. Purchase the following technology devices: 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.

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BUDGETED EXPENDITURES

2017-18

Amount

\$104,000

Source

Other Federal Funds

Budget Reference

4000-4999 Student Supplies;
Computers

Amount

\$7,459

Source

LCFF Base

Budget Reference

7311 (Network Fee); IT Specialist

2018-19

Amount

Source

Budget Reference

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **5**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

SCHOLAR ENGAGEMENT

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

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

<p>Loyola Marymount</p> <ol style="list-style-type: none"> 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. 		
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$20,000	Amount		Amount	
Source	Other Federal Funds	Source		Source	
Budget Reference	5000-5999 Services and Operating Expenses; Field Trips	Budget Reference		Budget Reference	

Action **6**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

COURSE ACCESS:

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

BUDGETED EXPENDITURES

2017-18

Amount

\$0

2018-19

Amount

2019-20

Amount

Source		Source		Source	
Budget Reference	Staff Salaries, See Goal 1, Action 6	Budget Reference		Budget Reference	

New

Modified

Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making via SSC, ELAC & PTC.	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
Expulsion rates:	NA	Baseline	Establish AMO	Establish AMO
Administer parent, student & teacher survey to measure sense of safety and school connectedness.	NA	Met	Met	Met

PLANNED ACTIONS / SERVICES

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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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,

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

2. School Director will develop a supervision schedule that includes supervision of scholars before/during and after-school.
3. Implement Tiered Behavior System schoolwide. All student will participate in the Tiered Behavior System; and earn “Scholar Dollars” for exuding positive behavior and exemplifying the school’s core values, redeemable for “free dress days, college trips/tours, and are recognized at the Schoolwide Award Assembly.
4. All teachers have received extensive training on implementing **Mindfulness** techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.
5. In order to ensure a positive school climate, 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

BUDGETED EXPENDITURES

2017-18

Amount

\$1,275

Source

LCFF S&C

Budget Reference

5000-5999 Services and Operating Expense; Kickboard

Amount

\$37,400

Source

LCFF Base

Budget Reference

2000-2999 Classified Salaries; Office Coordinator

2018-19

Amount

Source

Budget Reference

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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)

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

BUDGETED EXPENDITURES

2017-18

Amount

\$0

Source

Budget
Reference

Staff Salaries – See Goal #1, Action
#1 and Action #3

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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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 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.

BUDGETED EXPENDITURES

2017-18

Amount

\$336

Source

LCFF S&C

Budget Reference

7311 (Network Fee); website

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 104,227

Percentage to Increase or Improve Services:

12.42 %

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

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

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

- Goal 1, Action 1; Professional Development for teachers: 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.