

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.

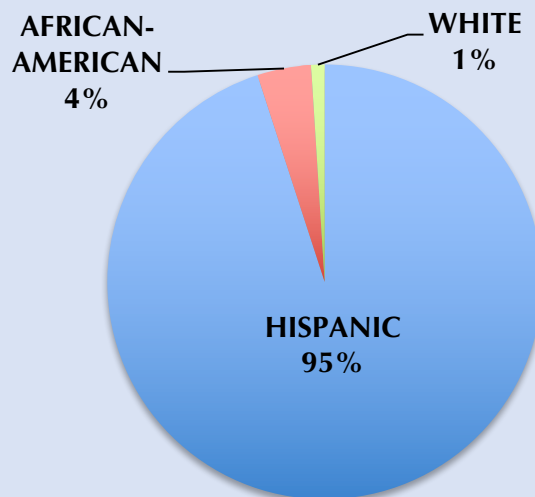
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|------------------------|-----------------------------------|-----------------|--|
| LEA Name | EQUITAS ACADEMY CHARTER SCHOOL #3 | | |
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2017-20 Plan Summary

THE STORY

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

Equitas Academy #3 was established in Fall 2015 serving the community of Pico-Union. Since then, Equitas #3 has earned WASC Accreditation. Currently, Equitas Academy provides 175 students in grades TK-1, and will expand annually to serve 500 students in grades TI-4 by Fall 2019. Our school provides an environment that maximizes the opportunity for academic and life success for every student. The Equitas Academy model upholds a rigorous academic program and serves the specific academic and developmental needs of students. Our student demographics include: 3% Students with disabilities; 37% English Language Learners; 0.5 % Foster Youth; 0.5% Homeless; and 89% who qualify for free/reduced lunch:



MISSION

Equitas Academy #3 provides a structured, achievement-based community that prepares students (scholars) to graduate from four-year colleges and universities. Our college preparatory focus begins in kindergarten, and we continuously strive to ensure that scholars develop the skills necessary for entrance into high-performing secondary schools. Equitas Academy #3 provides a high quality education and challenging school experiences for every child, delivered by a highly credentialed, passionate, and dedicated faculty and staff who have expertise in their field. Our school exudes and supports a:

- Culture of High Expectations: through structured and disciplined classrooms in addition to school wide code of conduct and use of uniforms
- College Readiness: accomplished by providing every student with an extended school day and year, enrichment classes, and preparation to transition to a high performing middle, high school in preparation for college
- Family Partnerships: accomplished through ongoing communication with parents/guardians about their child's academic and behavioral progress, home visits, and family workshops offered throughout the school year.
- Safe Supportive School Community: accomplished by teaching our scholars how to make positive choices through our core values of curiosity, optimism, gratitude, grit, self-control, social intelligence, and zest.

LCAP HIGHLIGHTS

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

Equitas Academy #3 will continue to maintain its focus on:

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

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

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

REVIEW OF PERFORMANCE

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

As a school in its second year of operation Equitas Academy #3 did not have an LCFF Evaluation Rubric.

GREATEST PROGRESS

As a result of our rigorous and standards-aligned academic program, our TK-1 students are demonstrating significant academic gains as measured by local assessments (NWEA MAP).

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?

As a school in its second year of operation Equitas Academy #3 did not have an LCFF Evaluation Rubric.

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?

As a school in its second year of operation Equitas Academy #3 did not have an LCFF Evaluation Rubric.

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

- Academic intervention and support provided by classroom teach, instructional assistant, and Dean of Instruction
- Enrichment courses: Art, Yoga, ASL

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

\$ 3,409,194

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

\$1,730,562

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 #3'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 #3.

\$2,665,303

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Goal 1

Continue to strengthen the infrastructure for ongoing analysis of data including: student achievement, performance data, and demographics to assess & measure program efficacy, and ensure maximization of human, material, physical, and financial resources.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% Teachers will be appropriately credentialed and assigned.
2. Maintain ADA >95%.
3. 2015-16 Chronic absenteeism rates will serve as a baseline.
4. Establish annual growth target for NWEA MAP Assessments in ELA & Math.
5. Course Access: Students will have access to all core subjects in addition to: PE, Yoga & sign language.

ACTUAL

1. 100% of teachers are appropriately credentialed and assigned.
2. Attendance Rates:
 - 2015-16: 96%
 - 2016-17: 96% (projected)
3. Chronic Absenteeism Rates:
 - 2015-16: 11%
 - 2016-17: 6%
4. NWEA Growth Target: 80% of scholars will attain their growth goal by the end of the year.
5. 100% of scholars have access to the following elective courses: PE, Yoga, and American Sign Language (ASL).

Action

1

Actions/Services

PLANNED

STAFFING/HUMAN RESOURCES

Equitas #3 will serve a total of 180 students in grades TK-1, providing a high quality Common Core aligned instructional program for all students. The following staff are instrumental in supporting the school's college preparatory educational program:

1. Equitas #3 will employ 7 classroom teachers; and 1 Enrichment teacher that will be appropriately credentialed and assigned for grades TK-1.
2. Equitas #3 will employ 2 Instructional Assistant to support classroom teachers and students and an enrichment teacher.
3. 1 credentialed and assigned SPED teacher will provide services for Students with Disabilities.
4. Equitas #3 Administrative Team will include:
 - School Director
 - Special Education Coordinator
5. Equitas #3 will employ the following staff for its after-school academic and social enrichment program:
 - After-school Program Leader (4)
 - ASP Site Coordinator (1)
6. Equitas #3 employs a full-time Office Coordinator whose role is to monitor and track student attendance, truancy, suspensions, report to School Director and communicate with teachers and parents.
7. Equitas #3 contracts the services of the home

ACTUAL

Equitas #3 currently serves 178 students in TK-1 and employs the following:

1. Equitas #3 employs 7 classroom teachers; and 1 Enrichment teacher who are appropriately credentialed and assigned for grades TK-1.
2. Equitas #3 employs 2 Instructional Assistants to support classroom teachers and students and an enrichment teacher.
3. 1 credentialed and assigned SPED teacher who provides services for Students with Disabilities.
4. Equitas #3 Administrative Team includes:
 - School Director
5. Equitas #3 employs the following staff for its after-school academic and social enrichment program:
 - After-school Program Leader (4)
 - ASP Site Coordinator (1)
 - ASP Assistant Site Coordinator (1)
6. Equitas #3 employs a full-time School Operations Manager and Office Coordinator whose role is to monitor and track student attendance, truancy, suspensions, report to School Director and communicate with teachers and parents.
7. Equitas #3 employed a Director of Human Capital until 2017.

office for Director of Human Capital who verifies teachers credentials, CLAD certifications and ensures live scan are completed/documentated in HR Files, and is in charge of recruitment of teachers/staff and screening applicants. Services include discussing salary, benefits, and Human Resources/Employee handbook.

Job description and title was modified, and position was filled.

BUDGETED

1. 1000-1999 Certificated Salaries – LCFF Base: \$294,562
LCFF S&C: \$85,280
3000-3999 Employee Benefits – LCFF Base: \$88,369
LCFF S&C: 25,584
2. 2000-2999 Classified Salaries – LCFF S&C: \$16,656
Federal Revenue – Title I; \$29,304
3000-3999 Employee Benefits – LCFF Base: \$8,791
LCFF S&C: \$4,997
3. 1000-1999 Certificated Salaries – Other State Revenue: \$64,040
3000-3999 Employee Benefits – LCFF Base \$19,212
4. 1000-1999 Certificated Salaries – LCFF Base: \$98,000
3000-3999 Employee Benefits – LCFF Base: \$29,400
5. 2000-2999 Classified Salaries – ASES: 92,615
3000-3999 Employee Benefits – Other Local Revenue: \$27,784
6. 2000-2999 Classified Salaries – LCFF S&C: \$32,760
3000-3999 Employee Benefits – LCFF S&C: \$9,828

ESTIMATED ACTUAL

1. 7 Classroom Teachers & 1 Enrichment Teacher – 1000-1999 Certificated Salaries – LCFF Base: \$369,422 and LCFF S&C: \$85,260 and 2000-2999 Classified Salaries – LCFF S&C: \$51,738
2. 2 Instructional Assistants – 2000-2999 Classified Salaries – Title I: \$49,337
3. SPED Teacher – 1000-1999 Certificated Salaries – Other Federal Funds: \$32,578 and Other State Revenue: \$35,519
4. School Director – 1000-1999 Certificated Salaries – LCFF Base: \$103,315
5. After School Program Staff – 2000-2999 Classified Salaries – Other State Revenue: \$87,642 and Other Local Revenue: \$6,571
6. SOM & Office Coordinator – 2000-2999 Classified Salaries – LCFF Base: \$102,432
7. Director of Human Capital – 7000-7499 Other – LCFF Base: \$11,650

Expenditures

7. 7000-7499 Other – LCFF Base: \$24,045

Action

2

Actions/Services

PLANNED

STUDENT ENGAGEMENT

1. Equitas Academy #3 implements numerous strategies and opportunities to increase student engagement, they include:
 - Weekly Community Event
 - Back-to-School Night
 - Literacy Night
 - Math Night
 - Science Night
2. In addition, Equitas #3 hosts field trips tied to the curriculum to provide students with real-world experiences, and support a College Going Culture.
 - Los Angeles Zoo
 - Colleges/Universities: LMU, USC
3. All students have access to the following non-Core and/or Enrichment courses:
 - Physical Education
 - Yoga
 - Art
 - Music

ACTUAL

1. Equitas Academy #3 has implemented numerous strategies and opportunities to increase student engagement, they include:
 - Weekly Community Event
 - Back-to-School Night
 - Literacy Night
 - Math Night
 - Science Night
2. In addition, Equitas #3 hosted field trips tied to the curriculum to provide students with real-world experiences, and support a College Going Culture.
 - Los Angeles Zoo
 - Colleges/Universities: LMU, USC
3. All students have access to the following non-Core and/or Enrichment courses:
 - Yoga
 - American Sign Language (ASL)

Expenditures

BUDGETED

1. General Supplies. Expenses not explicitly tracked.
2. 5000-5999 Services and Other Operating Expenses – LCFF S&C: \$5,000
3. 2000-2999 Classified Salaries – LCFF S&C: \$52,000
3000-3999 Employee Benefits – LCFF S&C: \$15,600

ESTIMATED ACTUAL

1. Weekly Community Events, Back-to-School, Literacy, Math, Science Nights – minimal expense and not tracked.
2. Field Trips – 5000-5999 Services and Other Operating Expenses – LCFF S&C: \$5,389 and Other State Revenues: \$660
3. Enrichment courses - \$0, See Goal 1, Action 1

Action

3

Actions/Services

PLANNED

ASSESSMENTS

Equitas Academy #3 will implement the following Common Core aligned assessments for all students to measure student progress; monitor and measure growth targets; and will use results to measure program efficacy. In addition, the school’s Administrative Team in collaboration with teachers will disaggregate, review, analyze and monitor assessment results to inform and improve instructional practice, identify each student’s areas of strength; and growth.

1. Diagnostic Assessments in ELA, Math, Science & Social Studies.
2. Fountas & Pinnell Reading Assessments: Approximately every 6-8 weeks.
3. NWEA Measures of Academic Progress (MAP) in ELA & Math: 3 times/year.
4. Interim Performance Tasks: ELA & Math

ACTUAL

Equitas Academy #3 has implemented the following standards-aligned assessments:

1. Diagnostic Assessments in ELA, Math, Science & Social Studies.
2. Fountas & Pinnell Reading Assessments: Approximately every 6-8 weeks.
3. NWEA Measures of Academic Progress (MAP) in ELA & Math: 3 times/year.
4. Interim Performance Tasks: ELA & Math
5. Writing Assessments (Lucy Calkins) by units with rubrics.
6. State-mandated assessments:

- 5. Writing Assessments (Lucy Calkins) by units with rubrics.
- 6. State-mandated assessments:
 - CELDT for all ELL

- CELDT for all ELL

BUDGETED

Summer Testing Stipends: 1000-1999 Certificated Salaries – LCFF S&C: \$3,000
 3000-3999 Employee Benefits – LCFF S&C: \$377

Fountas & Pinnell: 4000-4999 Books and Supplies – LCFF S&C: \$1,000

NWEA/MAP: 4000-4999 Books and Supplies – LCFF S&C: \$1,100

ESTIMATED ACTUAL

1. Diagnostic Assessments - \$0 – Teacher Created
2. Fountas & Pinnell – 4000-4999 Books and Supplies – LCFF S&C: \$1,012
3. NWEA – 4000-4999 Books and Supplies – LCFF S&C: \$2,532
4. Interim Assessments - 5000-5999 Services and Other Operating Expenses – LCFF S&C: \$955
5. Writing Assessments – no cost
6. State Mandated Assessments – 4000-4999 Books and Supplies – LCFF Base: \$325

Expenditures

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services were implemented with fidelity and found to be effective. Students are assessed on an ongoing basis to monitor for growth; identify learning gaps, and identify for intervention or support.

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

As a result of the staff, and rigorous academic curriculum; students demonstrated gains in the NWEA MAP Assessment: (Fall to Winter growth)

- Math: 60% Proficient
- ELA: 64% Proficient

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

- Action 1: material differences are a result of estimated actual salaries
- Action 2: material difference as a result of a duplicate expenses Goal 1, Action 1 (salaries)
- Action 3: No material difference

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

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

Goal 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).

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of Teachers will receive Professional Development on CCSS ELA/ELD, Math and NGSS.
2. 100% of students will have access to Common Core aligned instructional materials.
3. 2015-16 CELDT Results will serve as baseline. Will develop growth target for annual progress on CELDT.
4. 2015-16 CELDT Results will serve as baseline. Will develop growth target for % of ELL that will attain English Proficiency by:
5. 2015-16 CELDT Results will serve as baseline. Will develop annual growth targets for reclassification Rate
6. Student to Computer/Device Ratio: 1:1

ACTUAL

1. 100% of teachers have received Professional Development on the CCSS ELA/ELD, Math and NGSS.
2. 100% of scholars have access to Standards-aligned materials.
3. 2016-17: 94% of EL advanced at least 1 Proficiency Level as measured by CELDT.
4. As a result of the elimination of the CELDT assessment for 2017-18; and the introduction of the ELPAC, developing growth targets will be established after the initial year of implementation.
5. 2016-17 Reclassification Rate: 53%
6. Scholar to device ratio: 1:1

ACTIONS / SERVICES

Action

1

PLANNED

PROFESSIONAL DEVELOPMENT

Equitas Academy #3 will provide all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus for the 2016-17 school year:

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

Equitas Academy #3 invests tremendously in its faculty and provides ongoing Professional Development, onsite coaching, weekly classroom observations and feedback, and support from Para-professionals (Reading Coach, Enrichment teachers, Instructional Assistants) in order to ensure teacher retention and a positive collaborative working environment. All teachers are also surveyed on an

ACTUAL

Professional Development was provided to all teachers in the following areas:

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

In addition the following PD programs/plans took place:

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

annual basis to gather input, feedback and suggestions about the school's program, and gain insight on how to best support them.

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

school, for Principal and/or teachers to improve instructional practice schoolwide.

BUDGETED

Grade Level Lead Stipends – 1000-1999 Certificated Salaries – LCFF S&C: \$2,000
3000-3999 Employee Benefits – LCFF S&C: \$252
Other Salaries related to PD stated above in Goal 1 – Staffing.

ESTIMATED ACTUAL

1. Summer PD - \$0, see Goal 1, Action 1, #1
2. PD Days on non-instructional days - \$0, see Goal 1, Action 1, #1
3. Friday 2-hour PD - \$0, see Goal 1, Action 1, #1
4. Weekly Planning Time (Grade Level/Subject Lead Stipends) – 1000-1999 Certificated Salaries – LCFF Base: \$2,000
5. PD opportunities – 5000-5999 Services and Other Operating Expenses – Title I: \$2,380

Expenditures

Action

2

Actions/Services

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| <p>PLANNED</p> <p><u>CURRICULUM</u></p> <p>Equitas Academy #3 provides every student with access to Common Core aligned curriculum that supports our school’s educational program that includes:</p> <ol style="list-style-type: none"> 1. Eureka Math 2. Leveled Libraries 3. Subscription to Lexia Learning 4. Writers Workshop 5. Read, Set, Core 6. Subscription to CGI Math 7. Expository Texts 8. Mindfulness Curriculum |
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|---|
| <p>ACTUAL</p> <p>Equitas #3 purchased the following standards-aligned curriculum this school year:</p> <ul style="list-style-type: none"> • Eureka Math • Leveled Libraries • Subscription to Lexia Learning • Writers Workshop • Reading Mastery • Subscription to CGI Math • Expository Texts • Mindfulness Curriculum |
|---|

Expenditures

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|---|
| <p>BUDGETED</p> <p>4000-4999 Books and Supplies – LCFF Base: \$39,650 LCFF S&C</p> |
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| <p>ESTIMATED ACTUAL</p> <p>Curriculum Purchases – 4000-4999 Books and Supplies – LCFF S&C: \$10,564 and Title I: \$16,624</p> |
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Action

3

Actions/Services

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| <p>PLANNED</p> <p><u>ELL/ELD PROGRAM</u></p> |
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|---|
| <p>ACTUAL</p> <p>Equitas Academy #3 implemented the following program to ensure all ELL’s were provided with a Common Core aligned</p> |
|---|

Equitas Academy #3 will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program:

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

ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and were assessed and monitored closely to ensure all ELL growth targets and measurable outcomes were met. The following describes our school's ELL/ELD Program:

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

provide Integrated ELD (academic language development across all disciplines), using GLAD/SDAIE strategies; through push-in/pullout and small group instruction.

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

- Increase number of ELL students improving by 1 Performance Level on CELDT, annual.

Equitas was part of a consortium for its EL program, and a consultant was hired.

BUDGETED

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

ESTIMATED ACTUAL

1. CELDT Coordinator – 1000-1999 Certificated Salaries – LCFF Base: \$1,000
2. CELDT Analysis - \$0, See Goal 1, Action 1, #1 and #5
3. EL Reclassification - \$0, See #1 above
4. Teacher Created ELD Curriculum (Brainpop) – 4000-4999 Books and Supplies – Title III: \$816
5. Program to Support New Arrivals - \$0, See Goal 1, Action 1
6. Integrated ELD - \$0, See Goal 1, Action 1
7. ELL Supports - \$0, See Goal 1, Action 1

Expenditures

Actions/Services

PLANNED

TECHNOLOGY

Equitas Academy #3 provides all students with enriching learning experiences that includes the use of technology and technology devices to access digital tools; improve learning outcomes, improve technology/digital literacy skills and prepare students for online CAASPP assessments.

1. Purchase 105 Chromebooks to implement a 1:1 Student to device ratio.
2. Purchase 3 technology carts, 7 projectors, and 3 Elmos.
3. Subscription to web-based curricular programs (See Curriculum section).

ACTUAL

Equitas #3 purchased the following technology devices and/or programs:

1. Purchased 105 Chromebooks to implement a 1:1 Student to device ratio.
2. Purchased 3 technology carts, 7 projectors, and 3 Elmos.
3. Subscription to web-based curricular programs (See Curriculum section).

Expenditures

BUDGETED

Chromebooks – 4000-4999 Books and Supplies – Other Federal Funds: \$34,440
 Technology Carts - 6000 Series Capital Outlay – LCFF S&C: \$4,650
 Projectors and Elmos – 4000-4999 Books and Supplies – LCFF S&C: \$5,590

ESTIMATED ACTUAL

1. Chromebook & Technology Cart Lease – 5000-5999 Services and Other Operating Expenses – LCFF S&C: \$6,269
2. Projectors and Elmos - 4000-4999 Books and Supplies – LCFF S&C: \$5,853
3. Web-based curricular programs - \$0, See Goal 2, Action 2

Actions/Services

PLANNED

ACADEMIC INTERVENTION

Equitas Academy #3 closely monitors the academic progress of all students including subgroups. Students who struggle academically are provided with:

1. Additional academic support by a credentialed teacher and/or an instructional assistant under the supervision of a credentialed teacher.
2. Small group instruction during classroom instruction.
3. Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math
4. Academic Warriors Program that provides tutoring during and after-school, including weekends led by credentialed classroom teachers.

ACTUAL

Equitas #3 provided the following academic intervention:

1. Additional academic support were provided by a credentialed teacher and/or an instructional assistant under the supervision of a credentialed teacher.
2. Small group instruction during classroom instruction.
3. Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math
4. Academic Warriors Program that provides tutoring during and after-school, including weekends led by credentialed classroom teachers.

Expenditures

BUDGETED

Academic Warrior Stipends – 1000-1999 Certificated Salaries – LCFF S&C: \$4,500
 3000-3999 Employee Benefits – LCFF S&C: \$566

Salaries related to these actions stated in Goal 1- Staffing

ESTIMATED ACTUAL

1. Additional Academic Supports - \$0, See Goal 1, Action 1
2. Small Group Instruction - \$0, See Goal 1, Action 1
3. Daily RTI - \$0, See Goal 1, Action 1
4. Academic Warriors Program – 1000-1999 Certificated Salaries – Federal – Title 1: \$2,250

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions and services were implemented with fidelity and found to be highly effective. Professional Development for teachers was differentiated based on tiers (teacher experience and identified needs). An RTI block was implemented to improve student academic outcomes. An EL Specialist was hired to improve our ELD Program. Equitas #3 students have demonstrated significant academic growth, using digital resources. Our students have access to personalized learning, students are in centers throughout the day, receiving personalized instruction and maximizing the use of digital devices.

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

The percentage of EL who advanced at least one proficiency level as measured by CELDT: 94%
2016-17 Reclassification Rate: 53%
Student to device ratio: 1:1

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures are less than Budgeted Expenditures because curriculum purchases cost less than 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.

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

Goal 3

Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Maintain suspension rates <2%.
2. Maintain expulsion rate <1%.
3. Annual FIT Report Score of "Good."
4. At least 60% of student respondents will agree that the school provides a safe learning environment as measured in the annual student survey.
5. At least 60% of parent respondents will be satisfied with the school's program as measured in the annual parent survey.
6. Equitas #3 will host at least 4 Cafecitos annually to increase parent engagement & participation.
7. Parent input in decision-making will take place in SSC and ELAC meetings.

ACTUAL

1. Suspension Rates:
 - 2015-16: 0%
 - 2016-17: 0%
2. Expulsion Rates:
 - 2015-16: 0%
 - 2016-17: 0%
3. 2016-17 FIT Score: Exemplary
4. 93% of students surveyed stated that they feel safe at school.
5. 96% of parent surveyed were satisfied with the school's program
6. Equitas #3 has hosted 4 Cafecitos.
7. Equitas #3 has hosted SSC & ELAC Meetings.

ACTIONS / SERVICES

Action

1

PLANNED

SCHOOL CLIMATE

1. Implement Tiered Behavior System schoolwide. All student will participate in the Tiered Behavior System; and earn “Scholar Dollars” for exuding positive behavior and exemplifying the school’s core values, redeemable for “free dress days, college trips/tours, and are recognized at the Schoolwide Award Assembly,
2. All teachers have received extensive training on implementing **Mindfulness** techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.
3. In order to ensure a positive school climate, the Office Coordinator and School Operations Manager will be in charge monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports are provided to the School Director for further action, and possible referral to SST/RTI.
4. Equitas #3 hosts schoolwide events that support a positive learning environment. They include:
 - School Dance
 - Weekly Schoolwide Assembly based on the

ACTUAL

The following actions/services were implemented to ensure Equitas #3 provides all students and staff with a positive school climate.

1. Implemented Tiered Behavior System schoolwide. All students participated in the Tiered Behavior System; and earned “Scholar Dollars” for exuding positive behavior and exemplifying the school’s core values, redeemable for “free dress days, college trips/tours, and are recognized at the Schoolwide Award Assembly,
2. All teachers have received extensive training on implementing **Mindfulness** techniques with students, which is 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.
3. In order to ensure a positive school climate, the Office Coordinator and School Operations Manager are in charge of monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports were provided to the School Director for further action, and possible referral to SST/RTI.
4. Equitas #3 hosted schoolwide events that supported a positive learning environment. They included:
 - School Dance
 - Weekly Schoolwide Assembly based on the school’s Core Values
 - Awards for Perfect Attendance

school's Core Values

- Awards for Perfect Attendance

Expenditures

BUDGETED
 Kickboard (Tiered Behavior System) – 5000-5999 Services and Operating Expenses – LCFF S&C: \$1,940

ESTIMATED ACTUAL

1. Tiered Behavior System (Kickboard) – 5000-5999 Services and Other Operating Expenses – LCFF S&C: \$1,790
2. Mindfulness PD - \$0, See Goal 2, Action 1, #5
3. Office Coordinator/School Operations Manager - \$0, See Goal 1, Action 1
4. Schoolwide events – Minimal expense and not tracked.

Action **2**

Actions/Services

PLANNED

FACILITY/SAFETY

1. Costs for full-time janitorial staff services to maintain a clean and safe school site. In addition, ensure facilities repairs/maintenance are documented and completed.
2. Director of Operations will ensure the school site will complete an annual Facility Inspection (FIT) Report and ensure any outstanding findings are addressed and completed. Results from FIT report will be documented in the school's annual SARC Report and LCAP.
3. Equitas #3 provides students with a safe, and clean school facility site with 7 classrooms, multipurpose room, office space, and outside playground.

ACTUAL

The following actions and services took place at Equitas #3:

1. Costs for full-time janitorial staff services to maintain a clean and safe school site. In addition, Director ensured facilities repairs/maintenance are documented and completed.
2. Director of Operations ensured that the school site would complete an annual Facility Inspection (FIT) Report and ensured any outstanding findings are addressed and completed. Results from FIT report were documented in the school's annual SARC Report and LCAP.
3. Equitas #3 provided students with a safe, and clean school facility site with 7 classrooms, multipurpose room, office space, and outside playground.

Expenditures

| BUDGETED |
|--|
| 1. 2000-2999 Classified Salaries – LCFF Base: \$14,040 3000-3999 Employee Benefits – LCFF Base: \$4,212 |
| 2. 7000-7499 Classified Salaries – LCFF Base: \$22,900 |
| 3. 5000-5999 Services and Operating Expense – Other State: \$128,963 LCFF Base: \$46,237 |

| ESTIMATED ACTUAL |
|--|
| 1. Janitorial Staff – 2000-2999 Classified Salaries – LCFF Base: \$11,915 |
| 2. Director of Operations - 7000-7499 Other – LCFF Base: \$16,905 |
| 3. Facility – 5000-5999 Services and Operating Expense – Other State Revenues: \$126,698 and LCFF Base: \$48,502 |

Action

3

Actions/Services

| PLANNED |
|--|
| <u>PARENT ENGAGEMENT: PARENT AS PARTNERS</u> |
| 1. Equitas #3 will host monthly “Cafecitos” with parents to address schoolwide topics including but not limited to: <ul style="list-style-type: none">• Issues generated by parent requests• LCAP• Character Development |
| 2. Host the following family Nights: <ul style="list-style-type: none">• Literacy Night• Math Night• Science Night• Back-to-School Night |
| 3. Parent-teacher conferences will take place 2 times/year. |

| ACTUAL |
|---|
| 1. Equitas #3 hosted monthly “Cafecitos” with parents to address schoolwide topics including but not limited to: <ul style="list-style-type: none">• Issues generated by parent requests• LCAP• Character Development |
| 2. Equitas #3 hosted the following family Nights: <ul style="list-style-type: none">• Literacy Night• Math Night• Science Night• Back-to-School Night |
| 3. Parent-teacher conferences took place 2 times this year. |
| 4. Parent surveys were administered to measure parent satisfaction, gather feedback about the school’s program and |

| | |
|--|---|
| <p>4. Administer parent surveys on an annual basis to measure parent satisfaction, gather feedback about the school’s program and parent needs, develop future topics for workshops, and ensure parent input/requests are addressed.</p> | <p>parent needs, develop future topics for workshops, and ensure parent input/requests are addressed.</p> |
|--|---|

Expenditures

| | |
|---|---|
| <p>BUDGETED</p> <p>General Supplies – Expenditures not explicitly tracked.</p> | <p>ESTIMATED ACTUAL</p> <ol style="list-style-type: none"> 1. Cafecitos – Minimal expense and not tracked. 2. Family Nights – 4000-4999 Books and Supplies – LCFF Base: \$705 and 5000-5999 Services and Operating Expense – LCFF Base: \$1,447 3. Parent-teacher conference - \$0, See Goal 1, Action 1, #1 4. Parent Surveys – \$0, See Goal 1, Action 1 |
|---|---|

Action

4

| | |
|--|--|
| <p>PLANNED</p> <p><u>PARENT INPUT/DECISION-MAKING</u></p> <ol style="list-style-type: none"> 1. Host English Language Advisory Committee (ELAC) meetings to address the school’s Title ELL/Migrant Program; to address the ELD program and develop methods to support ELL students. 2. Host School Site Council (SSC) meetings to address the school’s Title I program, and the academic support programs to increase ELA & Math student academic achievement. | <p>ACTUAL</p> <ol style="list-style-type: none"> 1. Equitas #3 hosted an English Language Advisory Committee (ELAC) meetings to address the school’s Title ELL/Migrant Program; to address the ELD program and develop methods to support ELL students. 2. Equitas #3 hosted the School Site Council (SSC) meetings to address the school’s Title I program, and the academic support programs to increase ELA & Math student academic achievement. |
|--|--|

Actions/Services

Expenditures

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| General Supplies – Expenditures not explicitly tracked. | 1. ELAC – Minimal expense and not tracked. 2. SSC – Minimal expense and not tracked. |

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services were implemented with fidelity and were found to be effective. Dynamic mindfulness was implemented with fidelity to help scholars improve their capacity for resilience. The school moved to a different facility site this year, and will move again for the 2017-18 school year. Parent volunteerism is active and takes place on an ongoing basis. Equitas #3 earned WASC Accreditation this school year.

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

The impact of the actions and services resulted in the following:

- Suspension Rate: 0%
- Expulsion Rate: 0%

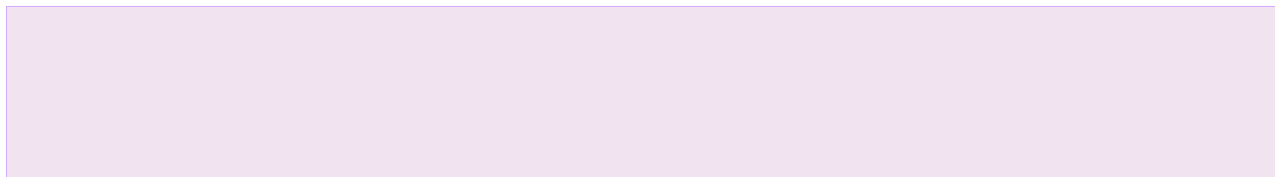
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

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

changes can be found in the LCAP.



Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

Board approval will be on June 24, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

- Teachers would like to continue to receive one-on-one coaching.
- Teachers would like to receive more effective Professional Development on: differentiation, classroom management, and school culture.
- Parents would like to Equitas #3 to continue with Cafecitos, Family Nights, Monthly after-school meetings, Saturday Academy, and Parent/teacher conferences.
- Parents overwhelmingly stated they would like to see a sports program for students.
- Parents would like to see a Summer School Program.

Goals, Actions, & Services

New Modified Unchanged

Goal 1

Continue to strengthen the infrastructure for ongoing analysis of data including: student achievement, performance data, and demographics to assess & measure program efficacy, and ensure maximization of human, material, physical, and financial resources. (Aligns w/WASC Action Plan #2 & 4)

[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: | 96% | >96% | >96% | >96% |
| Decrease Chronic Absenteeism rates: (1% decline annually) | 6% | 5% | 4% | 3% |
| Administer Facility Inspection Tool (FIT): Score Good or Better | Good | Good | Good | Good |
| Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-4 | NA | NA | Baseline | Establish AMO |
| Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-4 | NA | NA | Baseline | Establish AMO |
| % of students access broad course of study: PE, Art, Yoga and ASL. | 100% | 100% | 100% | 100% |

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

Longer Teacher Year & Instructional Day (Teacher Supports)
 Equitas Academy #3 will employ 10 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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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 | \$137,510 |
| Source | LCFF S&C |
| Budget Reference | 1000-1999 Certificated Salaries; Teachers |
| Amount | \$446,553 |
| Source | LCFF Base |
| Budget Reference | 1000-1999 Certificated Salaries; Teachers |

2018-19

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |
| Amount | |
| Source | |
| Budget Reference | |

2019-20

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |
| Amount | |
| Source | |
| Budget Reference | |

| | | | | | |
|------------------|---------------------------------------|------------------|--|------------------|--|
| Amount | \$151,448 | Amount | | Amount | |
| Source | LCFF Base | Source | | Source | |
| Budget Reference | 3000-3999 Employee Benefits, Teachers | Budget Reference | | Budget Reference | |

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide 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

ASSESSMENTS

In addition, to state-mandated assessments (CAASPP ELA & Math: Grades 3-4 starting 2018-19, CELDT: Initial only, ELPAC: ELL scholars only), Equitas Academy #3 staff will implement multiple types of assessments in order to monitor each scholar's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

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

- Writing Assessments

BUDGETED EXPENDITURES

2017-18

Amount \$1,200

Source LCFF S&C

Budget Reference 4000-4999 Student Supplies; Fountas & Pinell

Amount \$3,000

Source LCFF S&C

Budget Reference 4000-4999 Student Supplies; NWEA

Amount \$1,000

Source LCFF S&C

Budget Reference 4000-4999 Student Supplies; Illuminate Assessments

2018-19

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

ACADEMIC INTERVENTIONS

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

The following outlines how Equitas Academy #3 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

2018-19

New Modified Unchanged

2019-20

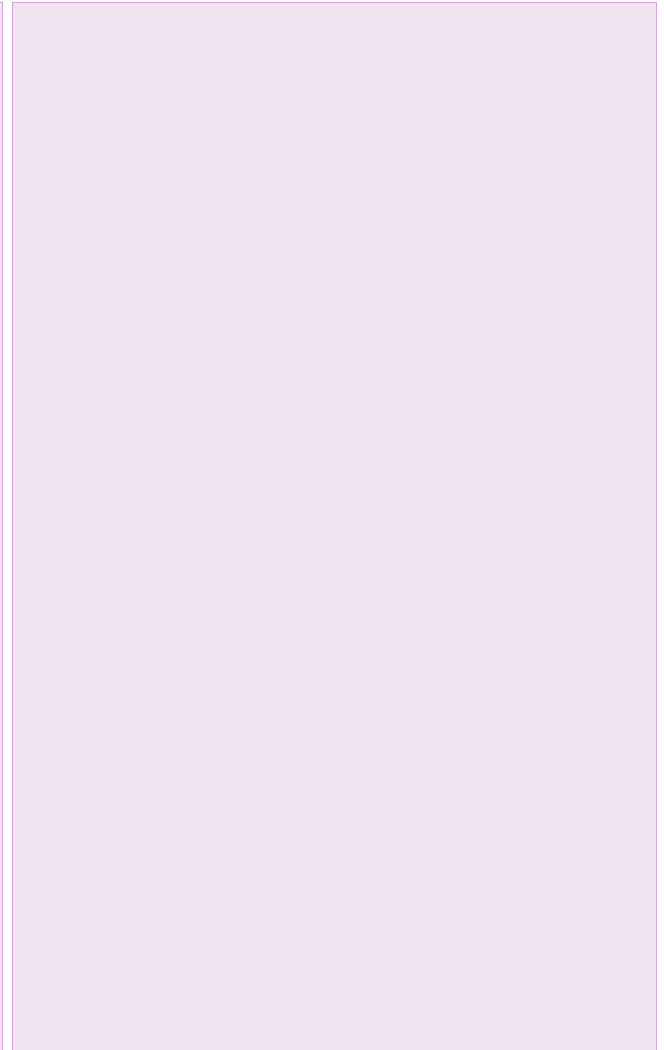
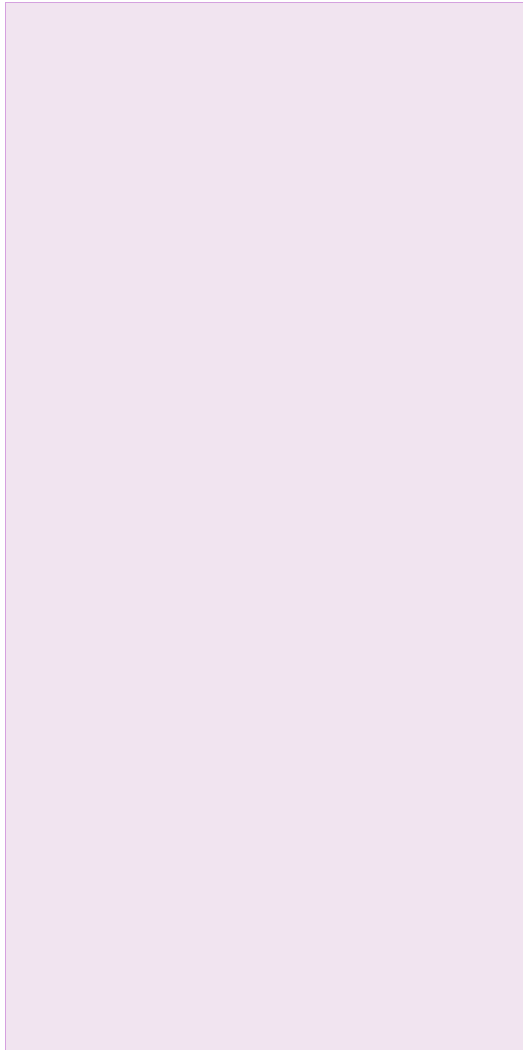
New Modified Unchanged

unduplicated pupils. Instructional methods and educational components at Equitas are designed to address the needs of this population.

1. Administer diagnostic assessments that are grade/age appropriate using F&P Reading & Writing Assessment.
2. Administer NWEA MAP Assessments in ELA & Math 3 times/year.
3. Administer internally created standards-based assessment in all core subjects at all grade levels to ensure that students are meeting or exceeding California standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, allow us to make the necessary adjustments as immediately as possible to ensure that our students are acquiring the skills outlined in the California Content Standards.
4. Based on an analysis of data, place students in flexible grouping (low, mid, high) using Internal assessment findings.
5. Teachers then meet with the School Director and Chief Academic Officer during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days are facilitated by the Chief Academic Officer to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student

learning. Provide additional support and intervention including: after-school tutoring, and differentiated instruction in the classroom.

6. In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student for evaluation of a suspected disability.
7. Additional academic support by a credentialed teacher and/or an instructional assistant under the supervision of the Director of Instruction. Instructional Assistants will provide push-in/pullout academic support and intervention. The Dean of Instruction will provide Instructional Assistants and entire teaching staff with Professional Development on Intervention strategies, effective instructional strategies for ELL, and differentiation.
8. Small group instruction during classroom instruction by the classroom teacher and/or Instructional Assistants/Dean of Instruction.
9. Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.



BUDGETED EXPENDITURES

2017-18

Amount

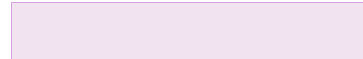
\$41,577

Source

LCFF S&C

2018-19

Amount



Source



2019-20

Amount



Source



| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Budget Reference | 7311 (Network Fee); Chief Academic Officer | Budget Reference | | Budget Reference | |
| Amount | \$75,000 | Amount | | Amount | |
| Source | LCFF S&C | Source | | Source | |
| Budget Reference | 1000-1999 Certificated Salaries; Dean | Budget Reference | | Budget Reference | |
| Amount | \$19,448 | Amount | | Amount | |
| Source | LCFF S&C | Source | | Source | |
| Budget Reference | 3000-3999 Employee Benefits; Dean | Budget Reference | | Budget Reference | |
| Amount | \$100,940 | Amount | | Amount | |
| Source | LCFF Base | Source | | Source | |
| Budget Reference | 1000-1999 Certificated Salaries; School Director | Budget Reference | | Budget Reference | |

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|--|
| <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 |
| <p><u>AFTER SCHOOL PROGRAM</u></p> <p>Equitas Academy provides an after school academic and social enrichment program led/facilitated by the following staff:</p> <ul style="list-style-type: none"> • ASP Site Coordinator • ASP Assistant Site Coordinator • After School Program Leaders | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|-----------------------------|-----------------------------|
| Amount <input type="text" value="\$112,500"/> | Amount <input type="text"/> | Amount <input type="text"/> |

| | | | | | |
|------------------|---|------------------|--|------------------|--|
| Source | ASES | Source | | Source | |
| Budget Reference | 2000-2999 Classified Salaries; After School Staff | Budget Reference | | Budget Reference | |
| Amount | \$8,160 | Amount | | Amount | |
| Source | Other Local Revenue | Source | | Source | |
| Budget Reference | 2000-2999 Classified Salaries, After School Staff | Budget Reference | | Budget Reference | |
| Amount | \$24,977 | Amount | | Amount | |
| Source | Other Local Revenue | Source | | Source | |
| Budget Reference | 3000-3999 Employee Benefits; After School Staff | Budget Reference | | 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

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

- 1 Apprentice RSP Teacher
- 1 Psychologist
- Contract out for:
- Speech Pathologist

- Occupational Therapist

BUDGETED EXPENDITURES

2017-18

Amount

\$49,649

Source

Other Federal Funds

Budget Reference

1000-1999 Certificated Salaries, SPED Staff

Amount

\$23,187

Source

Other State Revenue

Budget Reference

1000-1999 Certificated Salaries, SPED Staff

Amount

\$18,886

Source

Other State Revenue

Budget Reference

3000-3999 Employee Benefits; SPED Staff

Amount

\$75,000

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

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **6**

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

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

[Location\(s\)](#) All schools Specific Schools:_____ Specific Grade spans:_____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All schools Specific Schools:_____ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SOCIAL-EMOTIONAL SUPPORTS

The Equitas Academy #3 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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

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

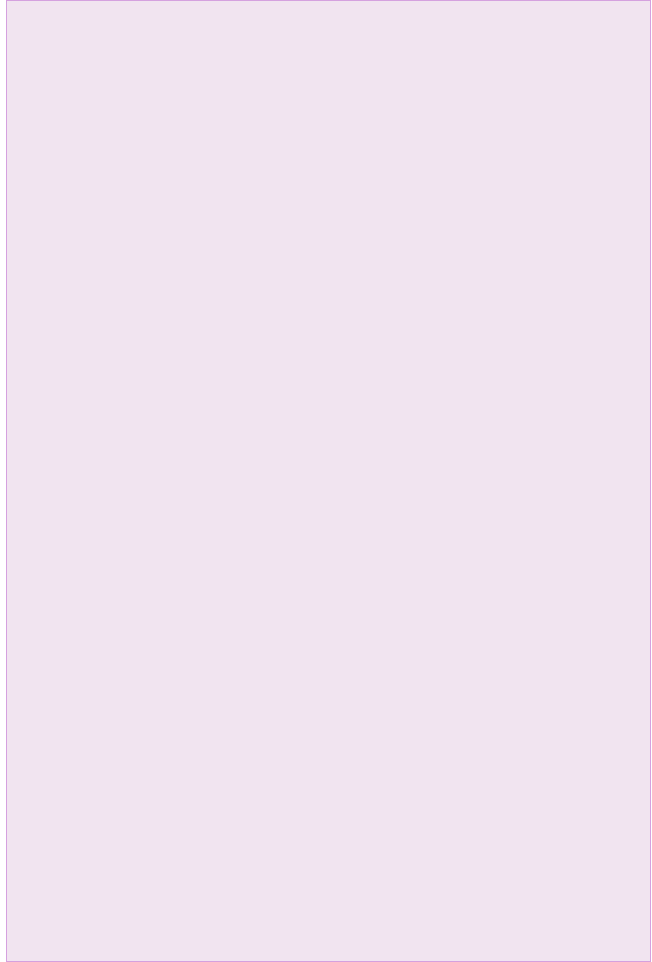
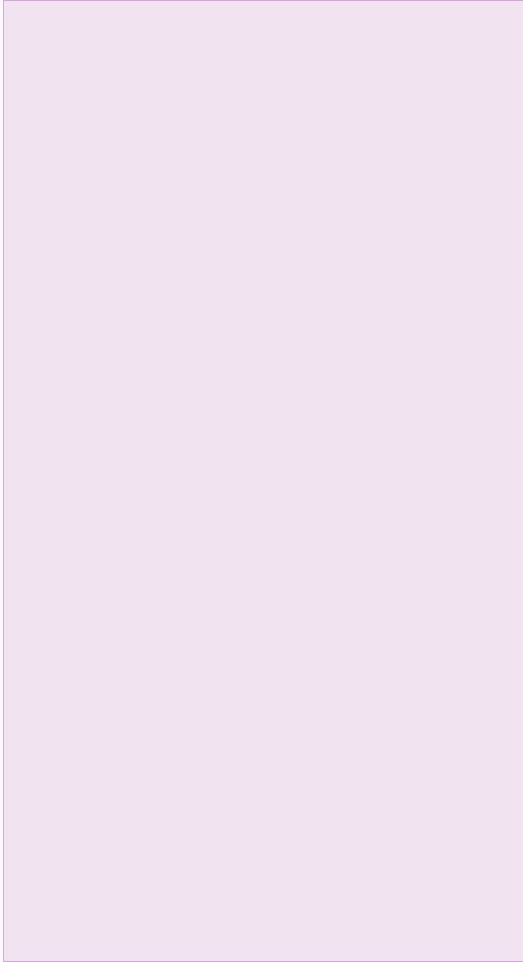
Morning Meetings: Each day it is important for the Equitas staff to convey the urgency and excitement of learning. The tone of the day is set with the first interaction. Every morning, the leadership team, along with teachers, greets students with a morning handshake.

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 #3 will employ 2 Enrichment Teachers to provide **Art, Yoga, PE and American Sign Language (ASL).**



BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$109,328 |
| Source | LCFF S&C |
| Budget Reference | 2000-2999 Classified Salaries, Enrichment Teachers |

2018-19

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

2019-20

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Amount | \$28,349 | Amount | | Amount | |
| Source | LCFF S&C | Source | | Source | |
| Budget Reference | 3000-3999 Employee Benefits; Enrichment Teachers | Budget Reference | | Budget Reference | |

Action **7**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide 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

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

\$111,000

Source

LCFF Base

Budget
Reference

5000-5999 Services and Operating
Expense; Rent

Amount

\$19,440

Source

LCFF Base

Budget
Reference

2000-2999 Classified Salaries

Amount

\$4,024

Source

LCFF Base

Budget
Reference

3000-3999 Employee Benefits

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

Continue to provide all scholars with high quality instruction through a rigorous Common Core aligned curriculum by providing relevant learning experiences that support scholar engagement; and supports to ensure academic success among all subgroups (EL, LI, FY, SPED). (Aligns w/WASC Action Plan #1,3)

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|------------------|---------------|
| % of students that will have access to standards-aligned instructional materials: | 100% | 100% | 100% | 100% |
| % of teachers that will implement state standards for all students including EL access to CCSS & ELD. | 100% | 100% | 100% | 100% |
| % of teachers who are appropriately credentialed and assigned. | 100% | 100% | 100% | 100% |
| Increase percentage of EL who advance at least 1 Proficiency Level (CELDT): | 94% | >75% | Baseline - ELPAC | Establish AMO |
| Increase English Learner reclassification rate: | 53% | >40% | Baseline - ELPAC | Establish AMO |

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served

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

Location(s)

All schools Specific Schools:_____ Specific Grade spans:_____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools:_____ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

PROFESSIONAL DEVELOPMENT

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

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

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Eureka Math Curriculum • Analyzing data • Lesson Planning • Reviewing scholar work • Fine tuning Lucy Calkins Writer’s Workshop] • How to improve instructional practice • Lemov, Teach Like a Champion • Academic Interventions • Differentiation & Scaffolding Instruction • SST/RTI • Mindfulness <p>2. Members of our teaching staff and/or Leadership team plan to attend professional development conferences such as the BES LENS program.</p> | | |
|---|--|--|

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|--|------------------|--|------------------|--|
| Amount | \$5,000 | Amount | | Amount | |
| Source | LCFF S&C | Source | | Source | |
| Budget Reference | 5000-5999 Services and Operating Expense; PD | Budget Reference | | Budget Reference | |

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

ELD PROGRAM

Equitas Academy #3 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

2018-19

2019-20

Amount

| |
|---------|
| \$1,000 |
|---------|

Amount

| |
|--|
| |
|--|

Amount

| |
|--|
| |
|--|

Source

| |
|----------|
| LCFF S&C |
|----------|

Source

| |
|--|
| |
|--|

Source

| |
|--|
| |
|--|

Budget Reference

| |
|---|
| 1000-1999 Certificated Salaries; CELDT Stipend |
|---|

Budget Reference

| |
|--|
| |
|--|

Budget Reference

| |
|--|
| |
|--|

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

CURRICULUM

Every scholar has access to standards-aligned curriculum. Equitas Academy #3 will purchase the following additional curriculum and/or supplemental instructional materials:

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

- LLI
- BrainPop

BUDGETED EXPENDITURES

2017-18

Amount

\$40,000

Source

LCFF S&C

Budget
Reference

4000-4999 Student Materials

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services

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

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

ACTIONS/SERVICES

2017-18

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:
25 Chromebooks
2. The IT Specialist will also develop an annual needs assessment for future purchases and upgrades; provide tech support and installation/maintenance of all technology devices.

2018-19

New Modified Unchanged

Empty box for 2018-19 description.

2019-20

New Modified Unchanged

Empty box for 2019-20 description.

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | 18,760 |
| Source | LCFF Base |
| Budget Reference | 4000-4999 Student Materials; Chromebooks |
| Amount | \$20,513 |
| 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

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

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:
 - Los Angeles Zoo
 - Colleges/Universities: LMU, USC
2. As part of our school's college-going culture, all scholars will visit 2 colleges-universities

| | | |
|---|--|--|
| 3. Provide scholars with access to after-school academic/social enrichment program. | | |
|---|--|--|

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | \$9,000 |
| Source | LCFF S&C |
| Budget Reference | 5000-5999 Services and Operating Expense |

2018-19

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

2019-20

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

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. | Met | Met | Met | Met |
| Parent involvement will include opportunities for participation in programs for unduplicated students. | Met | Met | Met | Met |
| Decrease suspension rates annually by 1%: | 0% | 0% | 0% | 0% |
| Maintain expulsion rates: | 0% | 0% | 0% | 0% |
| Administer parent, student & teacher survey to measure sense of safety and school connectedness. | Met | Met | Met | Met |

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

SCHOOL CLIMATE & SAFETY

Equitas Academy #3 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.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | \$1,970 |
| Source | LCFF S&C |
| Budget Reference | 5000-5999 Services and Operating Expense; Kickboard |
| Amount | \$71,240 |
| Source | LCFF Base |
| Budget Reference | 2000-2999 Classified Salaries; Office Coordinators |

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:

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

PARENT INPUT IN DECISION-MAKING

At Equitas Academy #3, parent input in decision-making will take place through the following venues:

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

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

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

OPPORTUNITIES FOR PARENT PARTICIPATION

Equitas Academy #3 provides the following opportunities to engage parents as partners in their child’s education. They include:

1. Host “Cafecitos” to address schoolwide issues, upcoming events and volunteer opportunities.
2. Parent workshops on the following topics as requested by parents:
 - How to support my child academically
 - Understanding CAASPP results
3. Administer an annual parent survey.

| | | |
|--|--|--|
| 4. Ensure school website and social media is updated on a regular basis as a method to communicate with parents. | | |
|--|--|--|

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|-----------------------------|------------------|--|------------------|--|
| Amount | \$924 | Amount | | Amount | |
| Source | LCFF S&C | Source | | Source | |
| Budget Reference | 7311 (Network Fee); website | Budget Reference | | Budget Reference | |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 466,160

Percentage to Increase or Improve Services:

21 %

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

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

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

- Goal 1, Action 1; Professional Development for teachers: 20-days Summer: 6 Non-instructional days during the school year
- Goal 1, Action 2: Implementation of Assessments to monitor student progress of unduplicated students.
- Goal 1, Action 3: Academic intervention s provided by the Dean of Instruction, 7 Instructional Assistants; under the leadership of the CAO.
- Goal 1, Action 4: After-school academic and social enrichment program
- Goal 1, Action 5: Implementation and access to Enrichment Courses taught by 4 Enrichment instructors
- Goal 2, Action 2: Professional development on ELD Standards, differentiation, and academic interventions.
- Goal 2, Action 2: Improvement to the ELD Program
- Goal 2, Action 3: Implementation of web-based resources to provide personalized learning for students
- Goal 2, Action 5: Scholar Engagement: that provides field trips to museums, colleges and universities
- Goal 3, Action 1: Office Coordinator to closely monitor attendance rates, choric absenteeism rates, truancy, and suspensions.
- Goal 3, Action 3: Parent participation opportunities for unduplicated pupils via workshops & Cafecitos.

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