

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
EQUITAS ACADEMY CHARTER SCHOOL #3	Malka Borrego, Executive Director	Mborrego@equitasacademy.org 213.201.0440

2017-20 Plan Summary

The Story

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

Equitas Academy #3 was established in Fall 2015 serving the community of Pico-Union. Since then, Equitas #3 has earned WASC Accreditation. Now in its third year of operation, Equitas Academy 3 serves 272 scholars in grades TK-2, and will expand annually to serve 500 students in grades TK-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: 93% Hispanic, 5% African American, 1.5% White, of which 6% are Students with disabilities; 37% English Language Learners; 1.5 % Foster Youth; 0.4% Homeless; and 94% who qualify for free/reduced lunch.

LCAP Highlights

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

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

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

Review of Performance

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

Greatest Progress

Equitas Academy #3 is proud of its “blue” performance level on the CA Dashboard.

At Equitas Academy #3, we strive to maximize in-class instructional time for all of our scholars. Teachers use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges-loss of five minutes of free play, etc.) before resorting to more serious consequences- subtracting a scholar dollar, sent to the office, parent called. Our discipline system includes tracking student behavior in order to illuminate patterns in individual and groups of students’ behaviors. We want to create a positive environment that celebrates students’ positive behaviors as well as supports students to meet the school’s expectations. In addition to classroom supports, Equitas Academy 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.

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

Greatest Needs

Equitas Academy #3 does not have any State or Local Indicators that meet this criteria.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Equitas Academy #3 does not have any subgroups that meet this criteria.

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

Increased or Improved services

See DIISUP section.

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 5,505,927

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

\$ 3,542,931

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

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

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 4,233,295

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7

Local Priorities: 1

Annual Measureable Outcomes

Expected

Actual

Increase Attendance rates: >96%

2016-17 ADA: 96% - Outcome Met

Decrease Chronic Absenteeism rates: (1% decline annually): 4%

2016-17 Chronic Absenteeism Rate: 7.1% - Outcome Not Met

Expected

Actual

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2016-17 CHRONIC ABSENTEEISM			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	183	13	7.1%
HISPANIC	172	11	6.4%
ENGLISH LEARNERS	122	6	4.9%
SOC. ECON DISADV.	169	12	7.1%
SPED	17	1	5.9%

Administer Facility Inspection Tool (FIT): Score Good or Better
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-4: NA
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-4: NA
% of students access broad course of study: PE, Art, Yoga and ASL: 100%

2018- FIT Score:
Not applicable. EQ#3 served grades TK-2
Not applicable. EQ#3 served grades TK-2
100% - Outcome Met

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Longer Teacher Year & Instructional Day (Teacher Supports)</u></p> <p>Equitas Academy #3 will employ 10 Classroom Teachers who are appropriately credentialed and assigned.</p> <p>The design of the academic year and professional development supports the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 95% Hispanic/Latino with an average of 95% of students qualifying for free or reduced-price meals, and an average of 20% of scholars are English Learners.</p> <p>To begin planning for the year, teachers report in August for professional development. The paid professional</p>	<p><u>Longer Teacher Year & Instructional Day (Teacher Supports)</u></p> <p>Equitas Academy #3 employed 10 Classroom Teachers who were appropriately credentialed and assigned.</p> <p>The design of the academic year and professional development supported the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 95% Hispanic/Latino with an average of 95% of students qualifying for free or reduced-price meals, and an average of 20% of scholars are English Learners.</p> <p>To begin planning for the year, teachers reported in August for professional development. The paid professional</p>	<p>\$137,510</p> <p>\$446,553</p> <p>\$151,448</p> <p>LCFF S&C</p> <p>LCFF Base</p> <p>LCFF Base</p> <p>1000-1999 Certificated Salaries; Teachers</p> <p>1000-1999 Certificated Salaries; Teachers</p> <p>3000-3999 Employee Benefits, Teachers</p>	<p>\$137,179</p> <p>\$445,479</p> <p>\$151,083</p> <p>LCFF S&C</p> <p>LCFF Base</p> <p>LCFF Base</p> <p>1000-1999 Certificated Salaries; Teachers</p> <p>1000-1999 Certificated Salaries; Teachers</p> <p>3000-3999 Employee Benefits, Teachers</p>

Planned
Actions/Services

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

Actual
Actions/Services

development days before, during, and after the school year ensure our teachers received training and development necessary to support the critical interventions necessary to create the excellent instructional practice to support our scholars learning. School wide goals were developed in the summer with a scope and sequence in collaboration with other Equitas Academies. Teachers who were new to the profession met with their Instructional Coach on a weekly basis; while experienced teachers met biweekly or more often as needed.

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

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Provide 20-days of Summer Professional Development for all teachers. • Provide 6 days of Professional Development on non-instructional days. • Provide weekly Professional Development for 2 hours (Fridays). • Provide weekly staff collaboration time for lesson planning by grade level/subject. <p>Our direct-instruction program is geared to all literacy learners, especially EL students. Teachers use modeling, graphic organizers and visuals to support</p>	<p>the learning in preparation for instructional delivery.</p> <p>Professional development for all teachers took place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Provided 20-days of Summer Professional Development for all teachers. • Provided 6 days of Professional Development on non-instructional days. • Provided weekly Professional Development for 2 hours (Fridays). • Provided weekly staff collaboration time for lesson planning by grade level/subject. <p>Our direct-instructional program was geared to all literacy learners, especially EL students. Teachers used modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers were mindful of the stages of language acquisition and differentiate</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Because teachers share instruction (different teachers for different subjects) for all students, teachers are able to</p>	<p>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.</p> <p>Because teachers share instruction (different teachers for different subjects) for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all</p>		

Planned
Actions/Services

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.

Actual
Actions/Services

teachers collaborate to meet the needs of every student. All grade level teachers plan together and deliver the same lesson plans. We divide the students into smaller groups based on flexible-ability reading groups, which rotate among the teachers. This enables our teachers to focus their efforts on a specific skill set or strategy with small groups, and enables students to receive targeted instruction based on their needs via a Daily RTI Block for 20-60 minutes.

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>In addition, to 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.</p> <ul style="list-style-type: none"> • Fountas & Pinnell Reading assessments • NWEA MAP ELA & Math Assessments: 3 times/year • Interim Performance Tasks • Writing Assessments 	<p><u>ASSESSMENTS (K-2)</u></p> <p>In addition, to state-mandated assessments (CELDT: Initial only, ELPAC: ELL scholars only), Equitas Academy #3 staff implemented multiple types of assessments in order to monitor each scholar's: academic progress; identified their strengths and needs in order to modify instruction; and identified the type of academic intervention needed.</p> <ul style="list-style-type: none"> • Kindergarten assessment – teacher created • Fountas & Pinnell Reading assessments • NWEA MAP ELA & Math Assessments: 3 times/year • Interim Performance Tasks • Writing Assessments • Illuminate Assessments 	<p>\$1,200</p> <p>\$3,000</p> <p>\$1,000</p> <p>LCFF S&C</p> <p>4000-4999 Student Supplies; Fountas & Pinnell</p> <p>4000-4999 Student Supplies; NWEA</p> <p>4000-4999 Student Supplies; Illuminate Assessments</p>	<p>\$0</p> <p>\$1,540</p> <p>\$1,000</p> <p>LCFF S&C</p> <p>4000-4999 Student Supplies; Fountas & Pinnell</p> <p>4000-4999 Student Supplies; NWEA</p> <p>4000-4999 Student Supplies; Illuminate Assessments</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ACADEMIC INTERVENTIONS</u></p> <p>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.</p> <p>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 unduplicated pupils. Instructional methods and educational components at Equitas are designed to address the needs of this population.</p> <ol style="list-style-type: none"> Administer diagnostic assessments that are grade/age appropriate using F&P Reading & Writing Assessment. 	<p><u>ACADEMIC INTERVENTIONS</u></p> <p>To support Equitas Academy’s program of academic interventions, our team included a Chief Academic Officer (network position), a Dean of Instruction, Data Interventionist, and Instructional Assistants. The School Director also supports academic interventionist. The Data Coordinator Interventionist met on a monthly basis with teachers to develop “action steps.”</p> <p>The following outlines how Equitas Academy assessed scholars for intervention and a description of the types of intervention strategies that were implemented. Using our data driven instructional program, our school scaled up the MTSS Framework for academic and behavioral programs for unduplicated pupils. Instructional methods and educational components at Equitas #3 were designed to address the needs of this population.</p> <ol style="list-style-type: none"> Administered diagnostic assessments that were grade/age appropriate 	<p>\$41,577</p> <p>\$75,000</p> <p>\$19,448</p> <p>\$100,940</p> <p>LCFF S&C</p> <p>LCFF S&C</p> <p>LCFF S&C</p> <p>LCFF Base</p> <p>7311 (Network Fee); Chief Academic Officer 1000-1999 Certificated Salaries; Dean 3000-3999 Employee Benefits; Dean 1000-1999 Certificated Salaries; School Director</p>	<p>\$44,491</p> <p>\$81,140</p> <p>\$21,040</p> <p>\$106,380</p> <p>LCFF S&C</p> <p>LCFF S&C</p> <p>LCFF S&C</p> <p>LCFF Base</p> <p>7311 (Network Fee); Chief Academic Officer 1000-1999 Certificated Salaries; Dean 3000-3999 Employee Benefits; Dean 1000-1999 Certificated Salaries; School Director</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. Administer NWEA MAP Assessments in ELA & Math 3 times/year.</p> <p>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.</p> <p>4. Based on an analysis of data, place students in flexible grouping (low, mid, high) using Internal assessment findings.</p> <p>5. Teachers then meet with the School Director and Chief Academic Officer during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the</p>	<p>using F&P Reading & Writing Assessment.</p> <p>2. Administered NWEA MAP Assessments in ELA & Math 3 times/year.</p> <p>3. Administered Achievement First assessments in all core subjects for all grade levels to ensure that students were meeting or exceeding California standards and adjusting elements of the school program and student supports when they are not. The results of these interim assessments, allowed us to make the necessary adjustments as immediately as possible to ensure that our students were acquiring the skills outlined in the California Content Standards and used to inform instruction. .</p> <p>4. Based on an analysis of data, teachers placed students in flexible grouping (low, mid, high) using Internal assessment findings.</p> <p>5. Teachers then met with the School</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>data and create an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days are facilitated by the Chief Academic Officer to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning. Provide additional support and intervention including: after-school tutoring, and differentiated instruction in the classroom.</p> <p>6. In the event that struggling students fail to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may decide to refer the student for evaluation of a suspected disability.</p> <p>7. Additional academic support by a credentialed teacher and/or an instructional assistant under the supervision of the Director of Instruction. Instructional Assistants</p>	<p>Director and Chief Academic Officer during the weekly two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyzed the data and created an action plan divided by class, homogenous reading groups and individual students based on the results. Professional development days were facilitated by the Chief Academic Officer to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning. Provided additional support and intervention including: after-school tutoring, and differentiated instruction in the classroom.</p> <p>6. In the event that struggling students failed to make satisfactory academic progress despite targeted interventions implemented by the classroom teacher, the teacher may have decided to refer the student for evaluation of a suspected disability.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>8. Small group instruction during classroom instruction by the classroom teacher and/or Instructional Assistants/Dean of Instruction.</p> <p>9. Daily RTI Block for 20-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.</p>	<p>7. Additional academic support by a credentialed teacher and/or an instructional assistant under the supervision of the Dean of Instruction. A total of 5 Instructional Assistants provided push-in/pullout academic support and intervention. The Dean of Instruction provided Instructional Assistants and entire teaching staff with Professional Development on Intervention strategies, effective instructional strategies for ELL, and differentiation.</p> <p>8. Small group instruction was provided during classroom instruction by the classroom teacher and/or Instructional Assistants/Dean of Instruction.</p> <p>9. Daily RTI Block for 20-60 minutes: served as additional academic support in ELA/Math facilitated by classroom teachers.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 	<p><u>AFTER SCHOOL PROGRAM</u></p> <p>Equitas Academy #3 provided an after school academic and social enrichment program led/facilitated by the following staff:</p> <ul style="list-style-type: none"> • Expanded Learning Site Coordinator • Expanded Learning Assistant Site Coordinator • Expanded Learning Program Leaders 	<p>\$112,500</p> <p>\$8,160</p> <p>\$24,977</p> <p>ASES</p> <p>Other Local Revenue</p> <p>Other Local Revenue</p> <p>2000-2999 Classified Salaries; After School Staff</p> <p>2000-2999 Classified Salaries; After School Staff</p> <p>3000-3999 Employee Benefits; After School Staff</p>	<p>\$116,985</p> <p>\$0</p> <p>\$24,216</p> <p>ASES</p> <p>Other Local Revenue</p> <p>Other Local Revenue</p> <p>2000-2999 Classified Salaries; After School Staff</p> <p>2000-2999 Classified Salaries; After School Staff</p> <p>3000-3999 Employee Benefits; After School Staff</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SPECIAL EDUCATION PROGRAM</u></p> <p>Equitas is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas Academy #3's SPED Team provides instructional and social-emotional supports as outlined in the scholar's IEP:</p> <ul style="list-style-type: none"> • 1 Apprentice RSP Teacher • 1 Psychologist • Contract out for: • Speech Pathologist • Occupational Therapist 	<p><u>SPECIAL EDUCATION PROGRAM</u></p> <p>Equitas Academy #3 was designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas Academy's SPED Team provided instructional and social-emotional supports as outlined in the scholar's IEP. Our school employed:</p> <ul style="list-style-type: none"> • 1 Apprentice/RSP Teacher • 1 Psychologist • Contract out for: <ul style="list-style-type: none"> • Speech Pathologist • Occupational Therapist 	<p>\$49,649</p> <p>\$23,187</p> <p>\$18,886</p> <p>\$75,000</p> <p>Other Federal Funds</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>1000-1999 Certificated Salaries, SPED Staff</p> <p>1000-1999 Certificated Salaries, SPED Staff</p> <p>3000-3999 Employee Benefits; SPED Staff</p> <p>5000-5999 Services and Operating Expense; Contracted SPED</p>	<p>\$50,285</p> <p>\$19,153</p> <p>\$18,005</p> <p>\$95,000</p> <p>Other Federal Funds</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>Other State Revenue</p> <p>1000-1999 Certificated Salaries, SPED Staff</p> <p>1000-1999 Certificated Salaries, SPED Staff</p> <p>3000-3999 Employee Benefits; SPED Staff</p> <p>5000-5999 Services and Operating Expense; Contracted SPED</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SOCIAL-EMOTIONAL SUPPORTS</u></p> <p>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.</p> <p>Established curriculum such as Second Step and Morning Meetings are used along with developmentally appropriate texts that highlight and teach our school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic,</p>	<p><u>SOCIAL-EMOTIONAL SUPPORTS</u></p> <p>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. The Dean met with families, dealt with behavior and classroom observations.</p> <p>Established curriculum such as Second Step and Morning Meetings are used along with developmentally appropriate texts that highlight and teach our school’s core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values are the basis of a school culture</p>	<p>\$109,328</p> <p>\$28,349</p> <p>LCFF S&C</p> <p>2000-2999 Classified Salaries, Enrichment Teachers</p> <p>3000-3999 Employee Benefits; Enrichment Teachers</p>	<p>\$116,581</p> <p>\$30,229</p> <p>LCFF S&C</p> <p>2000-2999 Classified Salaries, Enrichment Teachers</p> <p>3000-3999 Employee Benefits; Enrichment Teachers</p>

Planned
Actions/Services

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.

Actual
Actions/Services

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

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>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.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>the character education lessons.</p> <p>Enrichment Courses: Students benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in socioeconomic imbalanced communities, including those with high levels of poverty and refugee and English Language Learners, by promoting creativity, self-confidence, and school pride. The arts promote higher analytical thinking and reasoning and student voice especially when integrated with core subjects. Equitas Academy #3 will employ 2 Enrichment Teachers to provide Art, Yoga, PE and American Sign Language (ASL).</p>	<p>Teachers role-play and lead lessons on teamwork, cooperation, and compassion during morning meeting and throughout the character education lessons.</p> <p>Enrichment Courses: Students benefit from receiving a well-rounded education that includes the arts and music. Numerous research studies have found that exposure to the arts affects student academic achievement especially in socioeconomic imbalanced communities, including those with high levels of poverty and refugee and English Language Learners, by promoting creativity, self-confidence, and school pride. The arts promote higher analytical thinking and reasoning and student voice especially when integrated with core subjects. Equitas Academy will employ 4 Enrichment Instructors and a Dean of Enrichment who will provide training, supervision and scheduling.</p> <p>Course Access: PE, Art, Yoga, & American Sign Language (ASL).</p>		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u></p> <p>The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school site. 2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services. 3. Director of Operations will complete an annual Facility Inspection Tool (FIT); and make all necessary improvements as required. 	<p><u>FACILITIES</u></p> <p>The following actions and services were required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school site: Prop 39 site. 2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services including phone access, and Wi-Fi access points. 3. Director of Operations (network position) completed an annual Facility Inspection Tool (FIT). 	<p>\$111,000</p> <p>\$19,440</p> <p>\$4,024</p> <p>LCFF Base</p> <p>5000-5999 Services and Operating Expense; Rent</p> <p>2000-2999 Classified Salaries</p> <p>3000-3999 Employee Benefits</p>	<p>\$108,122</p> <p>\$0</p> <p>\$0</p> <p>LCFF Base</p> <p>5000-5999 Services and Operating Expense; Rent</p> <p>2000-2999 Classified Salaries</p> <p>3000-3999 Employee Benefits</p>

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Special Education contracted expenses were higher than budgeted expenditures due to student needs. Housekeeping costs were included in lease expenses.

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Annual Measureable Outcomes

Expected

Actual

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

100% - Outcome Met

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

ELA	4
ELD	2
MATH	4
NGSS	2
HISTORY	2

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

100% - Outcome Met

Increase percentage of EL who advance at least 1 Proficiency Level (CELDT): >75%

2016-17 ELP: 52%

Expected

Actual

Increase English Learner reclassification rate: >40%

2016-17 RFEP: 53% - Outcome Met

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff was provided with appropriate and targeted, research-based professional development. The focus this year was on the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) ELA/ELD Standards • CCSS Math • Next Generation Science Standards (NGSS) • Achievement First Math 	<p>\$5,000</p> <p>LCFF S&C</p> <p>5000-5999 Services and Operating Expense; PD</p>	<p>\$1,103</p> <p>LCFF S&C</p> <p>5000-5999 Services and Operating Expense; PD</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Eureka Math Curriculum • Analyzing data • Lesson Planning • Reviewing scholar work • Fine tuning Lucy Calkins Writer’s Workshop] • How to improve instructional practice • Lemov, Teach Like a Champion • Academic Interventions • Differentiation & Scaffolding Instruction • SST/RTI • Mindfulness <p>2. Members of our teaching staff and/or Leadership team plan to attend professional development conferences such as the BES LENS program.</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Analyzing data • Lesson Planning • Reviewing scholar work • How to improve instructional practice • Lemov, Teach Like a Champion • Academic Interventions • Differentiation & Scaffolding Instruction • SST/RTI • MTSS <p>2. Members of our teaching staff and/or Leadership team attended professional development conferences such as the BES LENS program:</p> <ul style="list-style-type: none"> • Relay Training (Uncommon Schools) – observation and feedback • New York, Achievement First • SPED Training • Fresno – school visits • San Jose School visit 		

Planned
Actions/Services

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Actual
Actions/Services

<ul style="list-style-type: none">• Teaching Tolerance/Diversity• Dyslexia Training• Memphis School Visit

Budgeted
Expenditures

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Estimated Actual
Expenditures

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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ELD PROGRAM</u> 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</p>	<p><u>ELD PROGRAM</u> Equitas Academy #3 reviewed and revised its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. EL students received 20-25 minutes of Designated ELD 4 times /week. The school’s Dean administered the CELDT, and ELPAC. The School Director and teachers reviewed, analyzed and closely monitored the academic progress of all ELL using multiple forms of data from assessments to assess for academic growth in ELA and math.</p>	<p>\$1,000 LCFF S&C 1000-1999 Certificated Salaries; CELDT Stipend</p>	<p>\$1,000 LCFF S&C 1000-1999 Certificated Salaries; EL Coord Stipend</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CURRICULUM</u></p> <p>Every scholar has access to standards-aligned curriculum. Equitas Academy #3 will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Eureka Math • Leveled Libraries • Subscription to Lexia Learning • Writers Workshop • Read, Set, Core • Subscription to CGI Math • Expository Texts • Mindfulness Curriculum • LLI • BrainPop 	<p><u>CURRICULUM</u></p> <p>Every scholar has access to standards-aligned curriculum. Equitas Academy #3 purchased the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • FOSS Kits • Leveled Libraries • Subscription to Lexia Learning • Read, Set, Core • Expository Texts • Core tests for the Achievement First Curriculum • LLI • Brain Pop <p>In addition, the following supplemental intervention programs were purchased for students who struggle academically:</p> <ul style="list-style-type: none"> • Reading A-Z • AR Reader • Dream Box • Manipulatives, puzzles, counting tool and blocks 	<p>\$40,000</p> <p>LCFF S&C</p> <p>4000-4999 Student Materials</p>	<p>\$36,507</p> <p>LCFF S&C</p> <p>4000-4999 Student Materials</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u></p> <p>In order to provide all scholars with access to digital media, our school will implement the following:</p> <ol style="list-style-type: none"> 1. Purchase the following technology devices: 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. 	<p><u>TECHNOLOGY</u></p> <p>In order to provide all scholars with access to digital media, our school implemented the following:</p> <ol style="list-style-type: none"> 1. Purchased/leased the following technology devices: 68 Chromebooks (replacement), 4 Computer Carts, 3 Projectors. 2. The IT Specialist also developed an annual needs assessment for future purchases and upgrades; provided onsite tech support and installation/maintenance of all technology devices. 	<ol style="list-style-type: none"> 1. \$18,760 2. \$20,513 <p>1-2. LCFF</p> <ol style="list-style-type: none"> 1. 4000-4999 Student Materials; Chromebooks 2. 7311 (Network Fee); IT Specialist 	<ol style="list-style-type: none"> 1. 20,048 2. 20,513 <p>1-2. LCFF</p> <ol style="list-style-type: none"> 1. 4000-4999 Student Materials; Chromebooks, Carts, Document Cameras 2. 7311 (Network Fee); IT Specialist

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOLAR ENGAGEMENT</u></p> <p>In order to provide scholars with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ol style="list-style-type: none"> 1. Extend scholar learning opportunities beyond the classroom through field trips aligned to the content standards that include: <ul style="list-style-type: none"> • 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. 	<p><u>SCHOLAR ENGAGEMENT</u></p> <p>In order to provide scholars with relevant learning experiences outside of the classroom, our school provided the following:</p> <ol style="list-style-type: none"> 1. Extended scholar learning opportunities beyond the classroom through field trips aligned to the content standards that include: <ul style="list-style-type: none"> • Natural History Museum • La Brea Tar Pitts • LACMA 2. Our scholars visited Chapman University. 3. Scholars did not participate in competitions this school year. 4. Provided scholars with access to after-school academic/social enrichment program. See Goal 1, Action 4. 	<p>\$9,000</p> <p>LCFF S&C</p> <p>5000-5999 Services and Operating Expense</p>	<p>\$7,568</p> <p>LCFF S&C</p> <p>5000-5999 Services and Operating Expense, Fieldtrips</p>

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional Development and supplemental curriculum costs were under budgeted expenditures.

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Annual Measureable Outcomes

Expected

Actual

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

Outcome Met

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

Outcome Met

Decrease suspension rates annually by 1%: 0%

2016-17 suspension rate: 0% - Outcome Met

	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	183	0	0.0%
HISPANIC	172	0	0.0%

Maintain expulsion rates: 0%

2016-17 expulsion rate: 0% - Outcome Met

Increase parent participation rate on parent survey:

2016-17: 56% (150 parents)

Establish student participation rate on student survey:

EQ#3 served grades TK-2 and therefore did not survey students.

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u></p> <p>Equitas Academy #3 will implement the following actions and services to ensure all scholars are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place. 2. School Director will develop a supervision schedule that includes supervision of scholar’s before/during 	<p><u>SCHOOL CLIMATE & SAFETY</u></p> <p>Equitas Academy #3 implement the following actions and services to ensure all scholars were provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team has reviewed and revised the Comprehensive School Safety Plan. The school’s entire staff was trained on the School Safety Plan, and monthly drills took place including active shooter. Purchases were made for classroom emergency backpacks, fluorescent vest and water barrels. 	<p>\$1,970 \$71,240</p> <p>LCFF S&C LCFF Base</p> <p>5000-5999 Services and Operating Expense; Kickboard 2000-2999 Classified Salaries; Office Coordinators</p>	<p>\$2,790 \$70,169</p> <p>LCFF S&C LCFF S&C</p> <p>5000-5999 Services and Operating Expense; Kickboard 2000-2999 Classified Salaries; SOM</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>and after-school.</p> <p>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.</p> <p>4. All teachers have received extensive training on implementing Mindfulness techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.</p> <p>5. In order to ensure a positive school</p>	<p>2. School Director developed a supervision schedule that included supervision of scholars before/during and after-school.</p> <p>3. 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 were recognized at the Schoolwide Award Assembly.</p> <p>4. Mindfulness was not implemented this school year.</p> <p>5. In order to ensure a positive school climate, the School Operations Manager, were in charge of monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, and supervision of students. These reports were provided to the School Director for further action, and possible referral to SST/RTI and MTSS.</p>		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

6. Equitas #3 hosted schoolwide events that supported a positive learning environment. They included:
- Weekly Schoolwide Assembly based on the school's Core Values
 - Awards for Perfect Attendance
 - Jog-a-thon
 - Fall Festival

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>At Equitas Academy #3, parent input in decision-making will take place through the following venues:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) 	<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>At Equitas Academy, parent input in decision-making took place through the following venues:</p> <ul style="list-style-type: none"> • School Site Council (SSC): 8 meetings • English Language Advisory Committee (ELAC): 8 meetings <p>The School Director was responsible for organizing these meetings and Equitas teachers and classified staff participated on the committees.</p>	<p>\$0</p> <p>No source provided.</p> <p>See Staff Salaries, Goal 1, Action 1 and Action 3</p>	<p>Repeated Expenditure: See Staff Salaries, Goal 1, Action 1 and Action 3 for amount, source and budget reference.</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></p> <p>Equitas Academy #3 provides the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. Host “Cafecitos” to address schoolwide issues, upcoming events and volunteer opportunities. 2. Parent workshops on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child academically • Understanding CAASPP results 3. Administer an annual parent survey. 4. Ensure school website and social media is updated on a regular basis as a method to communicate with parents. 	<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></p> <p>Equitas Academy #3 provided the following opportunities to engage parents of unduplicated students and students with disabilities as partners in their child’s education. They included:</p> <ol style="list-style-type: none"> 1. Hosted monthly “Cafecitos” to address schoolwide issues, upcoming events and volunteer opportunities and trainings to build independence, through Family Nights. 2. Parent workshops on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child academically • Understanding CAASPP results • LCAP • Character Development • Behavior Support • Building Independence 	<p>\$924</p> <p>LCFF S&C</p> <p>7311 (Network Fee); website</p>	<p>\$1,202</p> <p>LCFF S&C</p> <p>7311 (Network Fee); website</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- 3. Administered a parent survey. (Prop 39 co-location)
- 4. IT from home office ensured school website and social media was updated on a regular basis as a method to communicate with parents.

Analysis

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

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

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

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

The actions and services were highly effective in supporting a positive school climate and in engaging parents in their child's education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in total budgeted costs and estimated actual costs.

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

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

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

Equitas Academy met with the following stakeholders in the planning process for this LCAP/Annual Review and Analysis:

-Meeting with Parents:

Cafecito September 14, October 10, November 13, December 11, January 17, February 16, March 15, April 19, May 10, June 11

SSC/ELAC October 10, November 14, December 5, January 9, February 6, March 6, May 1, June 5

- Staff Meeting: 3 times/month

- Board Meetings: Monthly

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

Impact on LCAP and Annual Update

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

The consultations with stakeholders has impacted the LCAP as follows:

- Parents would like to see more “play time” and daily feedback on scholar homework.

- Teachers would like to additional professional development on the newly adopted curriculum; and would like more differentiated PD.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 7

Local Priorities: 1

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain Attendance rates >95 %	96%	>95%	>95%	>95%
Decrease Chronic Absenteeism rates: (1% decline annually)	7.1%	6.1%	5.1%	4.1%
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	Not Applicable, EQ3 serves TK-1	Not Applicable, EQ3 serves TK-2	Spring 2019 CAASPP results will serve as a baseline.	Will develop annual growth target once baseline results are reported
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-4	Not Applicable, EQ3 serves TK-1	Not Applicable, EQ3 serves TK-2	Spring 2019 CAASPP results will serve as a baseline.	Will develop annual growth target once baseline results are reported
% of students access broad course of study: PE, Art, Yoga and ASL.	100%	100%	100%	100%

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

2017-18 Actions/Services

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 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

2018-19 Actions/Services

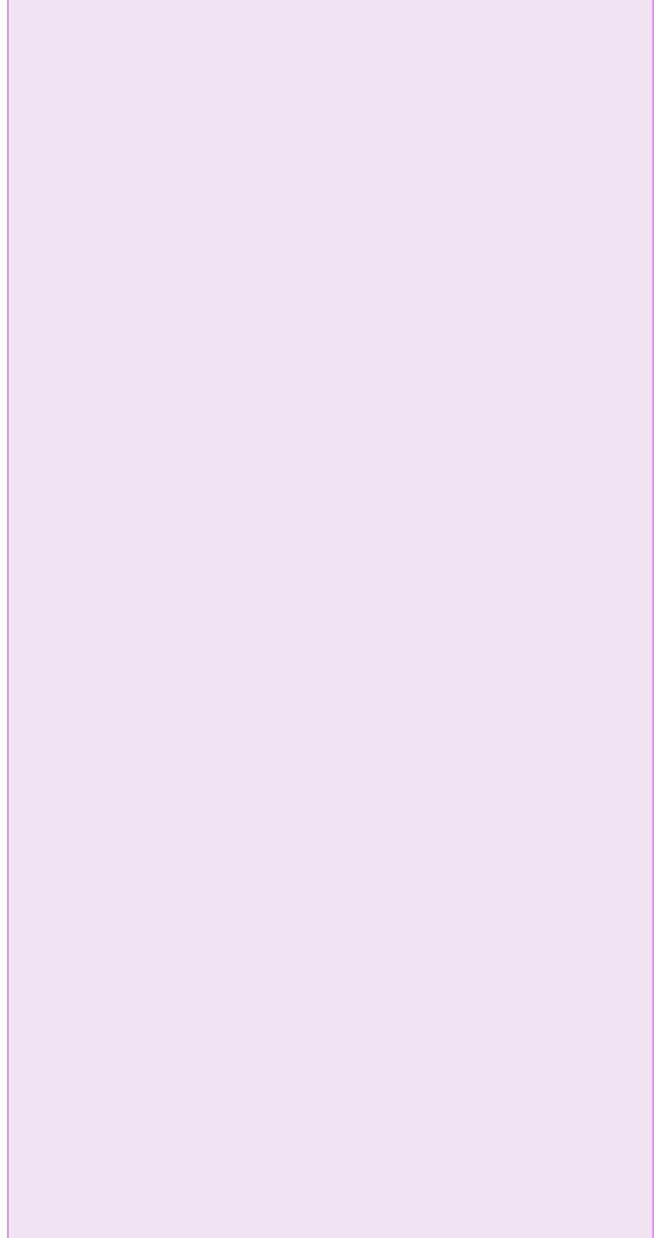
Longer Teacher Year & Instructional Day (Teacher Supports)

Equitas Academy #3 will employ **15 Classroom Teachers** who are appropriately credentialed and assigned and a **School Director/Principal**.

The design of the academic year and professional development supports the mission of the school – to provide a structured achievement-based community that prepares students to graduate from four-year colleges. The Equitas student population is largely underserved – on average Equitas scholars are 96.2% Hispanic/Latino with an average of 96% of students qualifying for free or reduced-price meals, 0.4% Foster Youth, and an average of 38% 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

2019-20 Actions/Services



2017-18 Actions/Services

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

2018-19 Actions/Services

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

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

- Provide 20-days of Summer Professional Development for all teachers.
- Provide 5 days of Professional Development on non-instructional days.
- Provide weekly Professional Development for 2 hours (Fridays).

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

- Provide weekly staff collaboration time for lesson planning by grade level/subject.

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

2019-20 Actions/Services

2017-18 Actions/Services

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.

2018-19 Actions/Services

Because teachers share instruction (different teachers for different subjects) for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all teachers work together to meet the needs of every student. All grade level teachers plan together and deliver the same lesson plans. We divide the students into smaller groups based on flexible-ability reading groups, which rotate among the teachers. This enables our teachers to focus their efforts on a specific skill set or strategy with small groups, and enables students to receive targeted instruction based on their needs via a Daily RTI Block for 30-60 minutes.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$137,510 \$446,553 \$151,448	a) 670,206 b) 210,636 c) 186,183 d) 58,515 e) 108,150 f) 30,044	N/A
Source	LCFF S&C LCFF Base LCFF Base	a) LCFF Base b) LCFF S&C c) LCFF Base d) LCFF S&C e) LCFF Base f) LCFF Base	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	1000-1999 Certificated Salaries; Teachers 1000-1999 Certificated Salaries; Teachers 3000-3999 Employee Benefits, Teachers	a) 1000-1999 Certificated Salaries, Classroom Teachers, General b) 1000-1999 Certificated Salaries, Classroom Teachers, PD & RTI Time c) 3000-3999 Employee Benefits, Classroom Teachers, General d) 3000-3999 Employee Benefits, Classroom Teachers, PD & RTI Time e) 1000-1999 Certificated Salaries, School Director f) 3000-3999 Employee Benefits, School Director	N/A

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

ASSESSMENTS

In addition, to state-mandated assessments (CAASPP ELA & Math: Grade 3, ELPAC: ELL scholars only), Equitas Academy #3 staff will implement multiple types of assessments in

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

order to monitor each scholar's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP ELA & Math
- Fountas & Pinnell Diagnostic assessments: Reading & writing
- Illuminate Assessments
- Writing Performance Tasks
- Diagnostic Assessments: ELA, Math, Science & Social Studies.
- Assessments from Achievement First curriculum

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200 \$3,000 \$1,000	a) 7,000 b) 3,000	N/A
Source	LCFF S&C	a) LCFF Base b) LCFF Base	N/A

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

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ACADEMIC INTERVENTIONS

To support Equitas Academy's program of

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

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 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

To support Equitas Academy's (EQ#3) program of academic interventions, our team includes a Chief Academic Officer (network position), a Dean of Instruction, and seven Instructional Assistants. The School Director also supports academic interventions.

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

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 Achievement First standards-based assessment in all core subjects at all grade levels to ensure that students are meeting or exceeding California standards and adjusting elements of the school program and student supports

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.

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. The School Director receives ongoing coaching and feedback from the Chief Academic Officer.

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

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 supports by **(2) Apprentice Teachers, (3) Instructional Assistants**, under the supervision of the **Dean of Instruction**. The Instructional Assistants provide push-in/pullout academic support and intervention. The Dean of Instruction provides Instructional Assistants and the entire teaching staff with coaching, observations, feedback and professional development on Intervention strategies, classroom management 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 30-60 minutes: additional academic support in ELA/Math facilitated by classroom teachers.

<p>teachers.</p>	<p>10. Our school will purchase and/or subscribe to the following web-based intervention programs: Lexia Learning, Starfall, and Dreambox, which are used by students during the instructional day.</p> <p>11. After School academic and social enrichment program facilitated and/or led by the following staff:</p> <ul style="list-style-type: none"> • Expanded Learning Site Coordinator • Expanded Learning Assistant Site Coordinator • Expanded Learning Program Leaders 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,577 \$75,000 \$19,448 \$100,940	a) 55,278 b) 20,053 c) 5,571 d) 100,940 e) 28,041 f) 4,302 g) 77,175 h) 890	N/A

Year	2017-18	2018-19	2019-20
Source	LCFF S&C LCFF S&C LCFF S&C LCFF Base	i) 15,975 j) 77,250 k) 21,460 l) 8,500 m) 326 n) 3,522 o) 80,724 p) 101,781 q) 27,664 r) 16,710 s) 21,069 t) 5,726 a) LCFF S&C b) LCFF S&C c) LCFF S&C d) LCFF S&C e) LCFF S&C f) LCFF S&C g) Title I h) LCFF S&C i) Title I j) LCFF S&C k) LCFF S&C l) LCFF S&C m) LCFF S&C n) LCFF S&C o) LCFF S&C p) ASES q) Other Local r) LCFF S&C	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	7311 (Network Fee); Chief Academic Officer 1000-1999 Certificated Salaries; Dean 3000-3999 Employee Benefits; Dean 1000-1999 Certificated Salaries; School Director	s) ASES t) Other Local a) 7311 Network Expenses, CAO b) 1000-1999 Certificated Salaries, Instructional Coaches c) 3000-3999 Employee Benefits, Instructional Coaches d) 1000-1999 Certificated Salaries, Apprentice Teacher e) 3000-3999 Employee Benefits, Apprentice Teacher f) 2000-2999 Classified Salaries, Instructional Assistants g) 2000-2999 Classified Salaries, Instructional Assistants h) 3000-3999 Employee Benefits, Instructional Assistants i) 3000-3999 Employee Benefits, Instructional Assistants j) 1000-1999 Certificated Salaries, Dean k) 3000-3999 Employee Benefits, Dean l) 4000-4999 Student Supplies, Lexia m) 4000-4999 Student Supplies, Starfall n) 4000-4999 Student Supplies, Dreambox o) 2000-2999 Classified Salaries, After	N/A

Year	2017-18	2018-19	2019-20
		School p) 2000-2999 Classified Salaries, After School q) 2000-2999 Classified Salaries, After School r) 3000-3999 Employee Benefits, After School s) 3000-3999 Employee Benefits, After School t) 3000-3999 Employee Benefits, After School	

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

COURSE ACCESS (ENRICHMENT):

Scholars benefit from receiving a well-rounded education that includes the arts and

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 scholar voice especially when integrated with core subjects. Equitas Academy #3 will employ **3 Enrichment Instructors**.

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	\$112,500 \$8,160 \$24,977	a) 177,370 b) 49,273 c) 10,080 d) 2,087	N/A
Source	ASES Other Local Revenue Other Local Revenue	a) LCFF S&C b) LCFF S&C c) LCFF S&C d) LCFF S&C	N/A
Budget Reference	2000-2999 Classified Salaries; After School Staff 2000-2999 Classified Salaries; After School Staff 3000-3999 Employee Benefits; After School Staff	a) 1000-1999 Certificated Salaries, Enrichment Teachers b) 3000-3999 Employee Benefits, Enrichment Teachers c) 2000-2999 Classified Salaries, PE d) 3000-3999 Employee Benefits, PE	N/A

Action 5

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

SPECIAL EDUCATION PROGRAM

Equitas is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in

2018-19 Actions/Services

SPECIAL EDUCATION PROGRAM

Equitas Academy #3 is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. Equitas Academy's #3 SPED Team provides instructional and social-emotional supports as outlined in the scholar's IEP:

- 2 RSP Teachers
- Dean of Student Support Services (from home office – split between all 4 schools)
- 1 Psychologist (Central office)
- Contract out for:
 - Speech Pathologist
 - Occupational Therapist
 - Adaptive PE
 - Physical Therapy
 - Behavior Specialists

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$49,649 \$23,187 \$18,886 \$75,000	a) 55,980 b) 62,267 c) 15,551 d) 17,298 e) 23,526	N/A

Year	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> f) 6,536 g) 53,066 h) 14,742 i) 179,665 	
Source	<ul style="list-style-type: none"> Other Federal Funds Other State Revenue Other State Revenue Other State Revenue 	<ul style="list-style-type: none"> a) Other State b) Other Federal c) Other State d) Other Federal e) Other State f) Other State g) Other State h) Other State i) Other State 	N/A
Budget Reference	<ul style="list-style-type: none"> 1000-1999 Certificated Salaries, SPED Staff 1000-1999 Certificated Salaries, SPED Staff 3000-3999 Employee Benefits; SPED Staff 5000-5999 Services and Operating Expense; Contracted SPED 	<ul style="list-style-type: none"> a) 1000-1999 Certificated Salaries, RSP b) 1000-1999 Certificated Salaries, RSP c) 3000-3999 Employee Benefits, RSP d) 3000-3999 Employee Benefits, RSP e) 1000-1999 Certificated Salaries, Dean of Student Support Services f) 3000-3999 Employee Benefits, Dean of Student Support Services g) 1000-1999 Certificated Salaries, Psychologist h) 3000-3999 Employee Benefits, Psychologist i) 5000-5999 Operating Services, Contracted SPED 	N/A

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SOCIAL-EMOTIONAL SUPPORTS

The Equitas Academy #3 curriculum

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO

2017-18 Actions/Services

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

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

Much of the emphasis in the primary years

2018-19 Actions/Services

PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

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 Social Circles during 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

2019-20 Actions/Services

2017-18 Actions/Services

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,

2018-19 Actions/Services

mature and to avoid self-destructive behaviors and situations they may face as adolescents and young adults.

Our teachers participate in Breakfast with scholars to help develop **social groups**. Equitas Academy #3 has also established additional groups to support the social-emotional and behavioral needs of our students which include:

- Managing Emotions Group
- Building Relationships Group
- Trauma informed Group

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.

2019-20 Actions/Services

2017-18 Actions/Services

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**

2018-19 Actions/Services

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

Social-emotional counseling services: Equitas Academy #3 provides social-emotional counseling services through a partnership with **Dignity Health**, who provides onsite counseling. In order to nurture mindfulness in children, our school has implemented Yoga, which helps our scholars notice the impact of stress on their well-being.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

American Sign Language (ASL).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$109,328 \$28,349	a) 18,746 b) 5,208 c) 53,066 (Repeat Expenditure) d) 14,742 (Repeat Expenditure)	N/A
Source	LCFF S&C	a) LCFF S&C b) LCFF S&C c) Other State d) Other State	N/A
Budget Reference	2000-2999 Classified Salaries, Enrichment Teachers 3000-3999 Employee Benefits; Enrichment Teachers	a) 1000-1999 Certificated Salaries, Counselor b) 3000-3999 Employee Benefits, Counselor c) 1000-1999 Certificated Salaries, School Psych d) 3000-3999 Employee Benefits, School Psych	N/A

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

2017-18 Actions/Services

FACILITIES

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

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

Modified

2018-19 Actions/Services

FACILITIES

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

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.

2018-19 Actions/Services

classroom space to implement the school's program:

- Annual facility leasing cost for school site and relocation fees for moving to new site.
- Costs for security cameras, surveillance, installation, and other miscellaneous facility repairs and maintenance.
- Complete annual Facility Inspection Tool (FIT) report
- Purchase classroom furniture for annual grade level expansion.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$111,000 \$19,440 \$4,024	a) 189,795 b) 374,372 c) 20,000 d) 42,703	N/A
Source	LCFF Base	a) LCFF Base b) Other State c) LCFF Base	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	5000-5999 Services and Operating Expense; Rent 2000-2999 Classified Salaries 3000-3999 Employee Benefits	d) Other Federal a) 5000-5999 Operating Services, Lease b) 5000-5999 Operating Services, Lease c) 5000-5999 Operating Services, Vendor Repairs d) 4000-4999 Student Supplies, Classroom Furniture	N/A

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	ELA	4	ELA	4
		ELD	2	ELD	3
		MATH	4	MATH	4
		NGSS	2	NGSS	2
		HISTORY	2	HISTORY	2
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%	
% of EL who progress in English Proficiency as measured by CELDT/ELPAC:	94%	52%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.	
Increase English Learner reclassification rate:	53%	>40%	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.	

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

1. In order to provide all scholars with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:
 - Common Core State Standards (CCSS) ELA/ELD Frameworks
 - CCSS Math
 - Next Generation Science Standards (NGSS)
 - Eureka Math Curriculum
 - Analyzing data
 - Lesson Planning
 - Reviewing scholar work
 - Fine tuning Lucy Calkins Writer’s Workshop]
 - How to improve instructional practice
 - Lemov, Teach Like a Champion
 - Academic Interventions
 - Differentiation & Scaffolding Instruction
 - SST/RTI
 - Mindfulness
2. Members of our teaching staff and/or

PROFESSIONAL DEVELOPMENT

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

- **Myers-Briggs**
- **Teach like a Champion**
- **Restorative Conversations**
- **Unpacking CC Standards**
- **Unit Unpacking**
- **Special Education for Gen Ed Teachers (Co-teaching and Co – planning)**
- **English Learner supports**
- **Intellectual Preparation for Lessons/Lesson Practice**
- **Writing Exemplars**

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

Equitas Academy #3 encourages and supports its teachers and administrative staff

2017-18 Actions/Services

Leadership team plan to attend professional development conferences such as the BES LENS program.

2018-19 Actions/Services

with extended professional learning opportunities through workshops, conferences and visiting high performing schools. They include but are not limited to:

- **Achievement First**
- **Standards Institute**
- **Building Excellent Schools (BES): LENS Leader**
- **CCSA**
- **BTSA Costs to ensure teachers are appropriately credentialed**

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$16,000	N/A
Source	LCFF S&C	LCFF S&C	N/A
Budget Reference	5000-5999 Services and Operating Expense; PD	5000-5999 Services and Operating Expense; PD	N/A

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

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;

2018-19 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE ELL SCHOLARS:
Equitas Academy #3 reviews and revises its EL Master Plan as needed and aligns to the ELPAC; ELD Curriculum designated and

2019-20 Actions/Services

2017-18 Actions/Services

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.

2018-19 Actions/Services

integrated ELD. EL Scholars will receive designated ELD 4 times/week. Our ELD Coordinator administers the ELPAC assessment and documents EL performance by scholar in their individual ELD Portfolio, which is monitored throughout the academic year.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	N/A
Source	LCFF S&C	LCFF S&C	N/A
Budget Reference	1000-1999 Certificated Salaries; CELDT Stipend	1000-1999 Certificated Salaries; EL Coordinator Stipend	N/A

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

CURRICULUM

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

2018-19 Actions/Services

CORE CURRICULUM:

Every scholar has access to standards-aligned curriculum. Equitas Academy #3 will purchase the following additional

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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

- curriculum and/or supplemental instructional materials:
- Foss Kits for Science
 - Novel Study
 - Calendar Math
 - Reading Mastery

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$20,000	N/A
Source	LCFF S&C	LCFF Base	N/A
Budget Reference	4000-4999 Student Materials	4000-4999 Student Materials	N/A

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

TECHNOLOGY
In order to provide all scholars with access to digital media, our school will implement

2018-19 Actions/Services

TECHNOLOGY
Equitas Academy #3 has successfully implemented a 1:1 student to device ratio,

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

and teachers integrate the use of technology for instruction. Annually, the conducts a needs assessment based on staff and student needs. The following are technology devices that will be purchased, but are not limited to:

- Elmo's (20)
- Document Cameras (4)
- Chromebooks (215)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$18,760 2. \$20,513	\$101,146	N/A
Source	1-2. LCFF	Other Federal	N/A
Budget Reference	1. 4000-4999 Student Materials; Chromebooks 2. 7311 (Network Fee); IT Specialist	4000-4999 Student Materials, Tech Expenses	N/A

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE SCHOLAR ENGAGEMENT:
In order to provide scholars with relevant

2019-20 Actions/Services

2017-18 Actions/Services

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.

2018-19 Actions/Services

learning experiences outside of the classroom, our school will host and/or provide the following:

- **Field trips aligned to the content standards:** Natural History Museum, Aquarium, Science Center, Tar Pits, etc.
- **Field trips college/universities:** Chapman, Occidental, LMU, & UCLA
- **Clubs/Organizations:** Academic Warriors, Dance Club, Art Club, Run Club

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$7,567	N/A
Source	LCFF S&C	LCFF S&C	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	5000-5999 Services and Operating Expense	5000-5999 Services and Operating Expense	N/A

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain suspension rates <2%.	0%	<2%	<2%	<2%
Maintain expulsion rates <1%.	0%	<1%	<1%	<1%
Annually increase parent participation rate on parent survey:	Baseline	56% (150 parents)	58%	60%
Annually increase student participation rate on student survey:	NA	EQ #3 served grades TK-2 (students were not surveyed)	Baseline	Will establish annual growth target once baseline rate is established.

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

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.
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.

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

Equitas Academy #3 will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning com The

- Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
- Continue to implement Tiered Behavior System schoolwide. All students will participate in the Tiered Behavior System; and earn "Scholar Dollars" for exuding positive behavior and exemplifying the school's core values, redeemable for "free dress days, **college trips/tours**, and are recognized at the Schoolwide Award Assembly.
- Continue to implement **Mindfulness** and Restorative Practices techniques with students, which will be a schoolwide practice. Mindfulness

2017-18 Actions/Services

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

2018-19 Actions/Services

- has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.
- Equitas will employ a **Culture Coordinator** to monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, communicate with families, and supervision of students. These reports will be provided to the School Director for further action, and possible referral to SST/RTI.
 - Host schoolwide awards recognizing scholars for perfect attendance and Star Scholar Awards.
 - Administer an **annual scholar and staff survey** to measure sense of safety and school connectedness.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Awards for Perfect Attendance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,970 \$71,240	a) 2,964 (Repeated Expenditure) b) 39,041 c) 8,082 d) 850 e) 1,855	N/A
Source	LCFF S&C LCFF Base	a) LCFF S&C b) LCFF S&C c) LCFF S&C d) LCFF S&C e) LCFF S&C	N/A
Budget Reference	5000-5999 Services and Operating Expense; Kickboard 2000-2999 Classified Salaries; Office Coordinators	a) 5000-5999 Operating Services, Field trips - college b) 2000-2999 Classified Salaries, Culture Coordinator c) 3000-3999 Employee Benefits, Culture Coordinator d) 5000-5999 Operating Services, Kickboard (Tiered Behavior System) e) 7311 Network Expenses, Annual Student and Staff Survey	N/A

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING

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

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING

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

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

following venues:

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

following venues:

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

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Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES FOR PARENT

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

2017-18 Actions/Services

PARTICIPATION

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

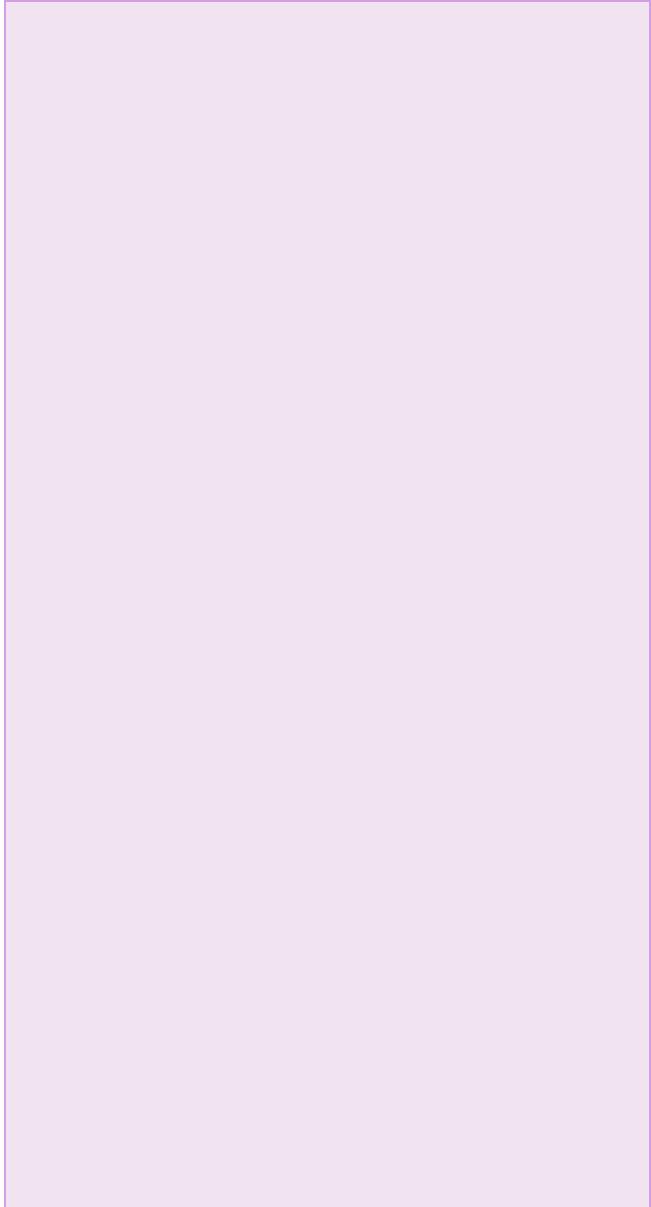
1. Host “Cafecitos” to address schoolwide issues, upcoming events and volunteer opportunities.
2. Parent workshops on the following topics as requested by parents:
 - How to support my child academically
 - Understanding CAASPP results
3. Administer an annual parent survey.
4. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

Equitas Academy #3 will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child’s education. They include:

- Monthly Cafecitos to discuss topics relevant to students: Social-emotional learning, behavior supports, and testing.
- Volunteer opportunities
- **Parent appreciation Brunch** for parents >80 hours of volunteerism
- Host Parent/teacher conferences: 2 times/year
- Host monthly **Family Nights:** Literacy, Science, Enrichment, and International Day
- **Saturday Family Events**, a culture and community building event that takes place twice per year, Jog-a-thon and Spring Festival.
- **Translation services (Spanish and ASL)** are provided to parents for all events and meetings by the **School Operations Manager.**
- Ensure school website and social media is updated on a regular basis

2019-20 Actions/Services



2017-18 Actions/Services

--

2018-19 Actions/Services

<p>as a method to communicate with parents.</p> <ul style="list-style-type: none"> • Parents will have access to Illuminate Parent Portal to communicate with school staff and monitor their child’s academic progress • Administer annual parent survey to gain insight on the sense of safety and school connectedness and identify parent needs.

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$924	a) 1,628 b) 66,950 c) 13,859	N/A
Source	LCFF S&C	a) LCFF Base b) LCFF S&C c) LCFF S&C	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	7311 (Network Fee); website	<ul style="list-style-type: none"> a) 7311 Network Expenses, Website b) 2000-2999 Classified Salaries, School Operations Manager c) 3000-3999 Employee Benefits, School Operations Manager 	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,071,878

33.91 %

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

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

2018-19

Equitas Academy #3 serves the Pico-Union community and has a high percentage of unduplicated pupils.

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

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

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

To support Equitas Academy #3's program of academic interventions, our team includes a Chief Academic Officer (network position), a Dean of Instruction, and seven Instructional Assistants. The School Director also provides supports with academic interventions.

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

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

Additional academic supports by **(2) Apprentice Teachers, (3) Instructional Assistants**, under the supervision of the **Dean of Instruction**. The Instructional Assistants provide push-in/pullout academic support and intervention. The Dean of Instruction provides Instructional Assistants and the entire teaching staff with coaching, observations, feedback and professional development on Intervention strategies, classroom management strategies, effective instructional strategies for ELL, and differentiation.

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

Our school will purchase and or subscribe to the following web-based intervention programs: **Lexia Learning, Starfall, and Dreambox**, which are used by students during the instructional day.

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

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

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

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

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

Established curriculum such as **Second Step** and Social Circles during 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.

Equitas Academy #3 provides social-emotional counseling services through a partnership with **Dignity Health**, who provides onsite counseling. In order to nurture mindfulness in children, our school has implemented Yoga, which helps our scholars notice the impact of stress on their well-being..

Goal 2, Action 1: PROFESSIONAL DEVELOPMENT

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

topics: Myers-Briggs, Teach like a Champion; Love & Logic; Restorative Conversations; Unpacking CC Standards; Unit Unpacking; Lesson Rehearsal; Intellectual Preparation and Writing Exemplars.

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

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

Goal 2, Action 4: TECHNOLOGY

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

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

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

- Field trips aligned to the content standards:
- Field trips college/universities:
- Offer Clubs & Organizations

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

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

- Continue to implement implementing Mindfulness techniques with students, which will be a schoolwide practice. Mindfulness has been credited in boosting performance and productivity. Mindfulness is widely considered effective as a treatment for children and adolescents with aggression, ADHD, or anxiety. It improves attention, reduces stress, and result sin better emotional regulation and an improved capacity for compassion and empathy.

- Equitas will employ a Culture Coordinator to monitoring and tracking attendance, chronic absenteeism, truancy, suspensions, communicate with families, and supervision of students. These reports will be provided to the School Director for further action, and possible referral to SST/RTI.
- Administer an annual scholar and staff survey to measure sense of safety and school connectedness.

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

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

- Host monthly **Family Nights:** Math, Reading, Enrichment, Culture, and Scholars showcasing their work
- **Saturday Family Events**, a culture and community building event that takes place twice per year, where families learn about resources available from the community.
- **Translation services (Spanish and ASL)** will be provided to parents for all events and meetings by the **School Operations Manager**.

2017-18

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

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