

Equitas Academy Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Malory Kochmann, Elementary School Director

Principal, Equitas Academy Charter

About Our School

Welcome to Equitas Academy! We are a community of growth-minded educators working together towards the mission of preparing 100 percent of our scholars to graduate from four-year colleges and universities. For our transitional kindergarten through fourth grade scholars at our flagship school, we provide a warm, structured, and rigorous academic program focused on college prep from the very first day of kindergarten. In addition to core subjects, all of our scholars experience enrichment courses in dance, drama, music, art, or public speaking. We encourage the development of character through our core values – curiosity, optimism, gratitude, grit, self-control, social intelligence, and zest – taught and celebrated daily.

Our teachers and staff are passionate, committed professionals dedicated to continual growth and improvement to provide each scholar with the best education possible. Through ongoing coaching and feedback, our team embodies the growth mindset necessary to accomplish our mission.

In addition to our scholars, teachers, and staff, our families are an incredibly important part of our school community. It is only through their support and participation that we are able to help every scholar succeed.

We are so fortunate and thankful for the school community we have created, and welcome you to visit and see our amazing school for yourself.

Malory Kochmann
School Director

Contact

Equitas Academy Charter
1700 West Pico Blvd.
Los Angeles, CA 90015-2412

Phone: 213-201-0440
E-mail: mkochmann@equitasacademy.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Equitas Academy Charter School
Phone Number	213-201-0440
Superintendent	Malka Borrego
E-mail Address	mborrego@equitasacademy.org
Web Site	https://eq.equitasacademy.org

School Contact Information (School Year 2018—19)	
School Name	Equitas Academy Charter
Street	1700 West Pico Blvd.
City, State, Zip	Los Angeles, Ca, 90015-2412
Phone Number	213-201-0440
Principal	Malory Kochmann, Elementary School Director
E-mail Address	mkochmann@equitasacademy.org
Web Site	http://equitasacademy.org
County-District-School (CDS) Code	19647330119982

Last updated: 1/28/2019

School Description and Mission Statement (School Year 2018—19)

Equitas Academy provides a structured, achievement-based community that prepares students to graduate from four-year colleges and universities. Equitas Academy Charter School provides a high-quality education and challenging school experience. Our school model is based on:

High Expectations

Structured and disciplined classrooms, school-wide behavioral code of conduct, and school uniforms

College Readiness

Extended school day and year, enrichment activities, and preparation to enter top-performing middle, high schools and ultimately college

A Family Partnership

Ongoing communication with parents about academic and behavioral progress, at-home visits by staff, and family workshops

A Safe and Supportive School Community

We help our children make positive choices through our school values of integrity, perseverance, dignity, pride, respect, and compassion

The Equitas Academy core values are taken from the book, How Children Succeed by Paul Tough.

Our Core Values for scholars are:

Curiosity

Taking an interest in experience and learning new things for its own sake; finding things fascinating

Optimism

Expecting the best in the future and working to achieve it

Gratitude

Being aware of and thankful for opportunities that one has and for good things that happen

Grit

Finishing what one starts; completing something despite obstacles; a combination of persistence and resilience

Self-control

Regulating what one feels and does; being self-disciplined

Social intelligence

Being aware of motives and feelings of other people and oneself; including the ability to reason within large and small group

Zest

Approaching life with excitement and energy; feeling alive and activated

Our Core Values for staff are:

Curiosity

Taking an interest in experience and learning new things for its own sake; finding things fascinating.

- We research, seek out, and share best practices
- We commit to asking and answering questions
- We seek growth by exploring and taking risks to constantly challenge others and ourselves

Optimism

Expecting the best in the future and working to achieve it.

- We celebrate every victory and success
- We are solutions-oriented and face challenges with a smile
- We use positive language

Gratitude

Being aware of and thankful for opportunities that one has and for good things that happen.

- We are specific and meaningful when expressing appreciation for experiences, opportunities, and others • We give shout outs

- We celebrate growth and potential

Grit

Finishing what one starts; completing something despite obstacles; a combination of persistence and resilience.

- We embrace challenges and persevere through them
- We remain resilient in the pursuit of our goals

Professionalism

Regulating what one feels and does; being self-disciplined work

- We model appropriate dress, countenance and speech.
- We are responsible for our commitments and deadlines.
- We respect others' feelings and time.
- We hold ourselves and our team members accountable for upholding our core values.
- We assume the best intentions of our teammates and resolve any conflicts in a timely and positive matter, employing the 24/48 hour rule.

Teamwork

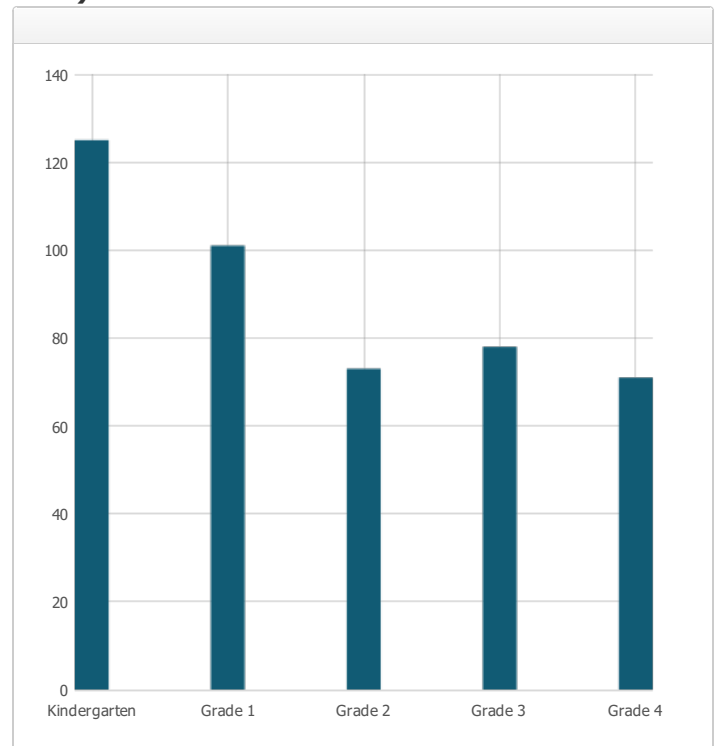
Being aware of motives and feelings of other people and oneself; including the ability to reason within large and small groups.

- We communicate, compromise, and collaborate to find solutions and accomplish our goals
- We give and receive feedback gracefully JOY Approaching life with excitement and energy; feeling alive and activated.
- We find the fun!
- We celebrate wholeheartedly
- We enthusiastically approach our work

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	125
Grade 1	101
Grade 2	73
Grade 3	78
Grade 4	71
Total Enrollment	448



Last updated: 1/28/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	%
Asian	1.3 %
Filipino	0.2 %
Hispanic or Latino	96.2 %
Native Hawaiian or Pacific Islander	%
White	0.7 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.4 %
English Learners	37.9 %
Students with Disabilities	8.7 %
Foster Youth	0.4 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Exemplary
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Last updated: 1/28/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	69.0%	61.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	58.0%	61.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/28/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	147	99.32%	60.54%
Male	71	70	98.59%	60.00%
Female	77	77	100.00%	61.04%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	144	143	99.31%	60.84%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	145	144	99.31%	59.72%
English Learners	110	109	99.09%	58.72%
Students with Disabilities	14	14	100.00%	28.57%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	147	99.32%	61.22%
Male	71	70	98.59%	62.86%
Female	77	77	100.00%	59.74%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	144	143	99.31%	61.54%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	145	144	99.31%	60.42%
English Learners	110	109	99.09%	59.63%
Students with Disabilities	14	14	100.00%	21.43%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/28/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parent engagement in a child's education directly supports a child's academic success. To support parental engagement, Equitas Academy provides family orientations, home visits, parent workshops, family nights, school volunteer opportunities, Cafecitos (coffee talks) and School Site Council meetings. We encourage participation with school fieldtrips and attendance of any and all school events to promote family involvement in various ways. Nurturing and strengthening our parent relationships is a strategy to facilitating our student academic success now and in the future.

For inquiries regarding our parent engagement program, please contact our Director of Parent Partnerships, Ms. Lilia Mitre, lmitre@equitasacademy.org.

State Priority: Pupil Engagement

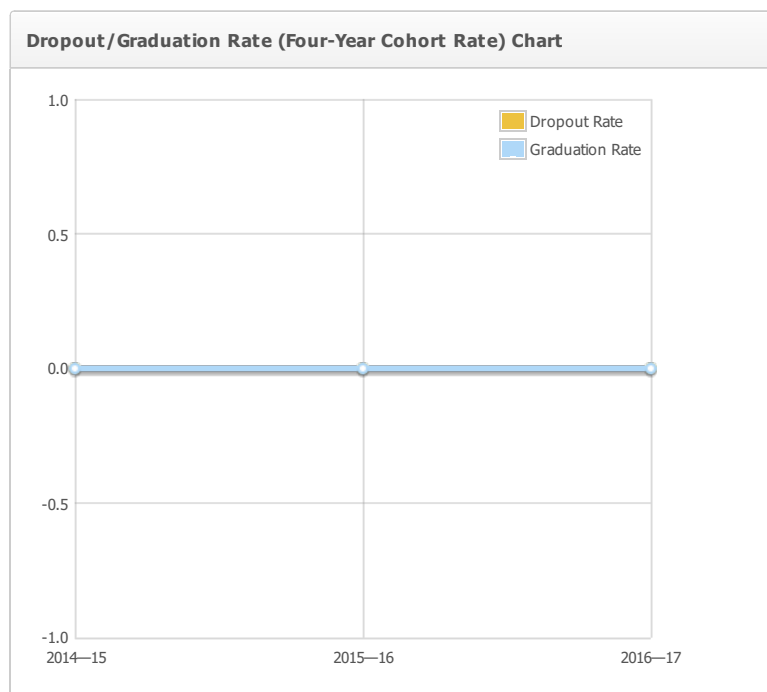
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	10.8%	9.1%
Graduation Rate	0.0%	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

School Safety Plan (School Year 2018—19)

Equitas Academy Charter School is dedicated to ensuring that every effort is made in providing our scholars with a safe and organized learning environment. The classroom is a bridge to learning and the instructional program, for these reasons there are procedures and regular routines that help keep our school safe. School safety and climate are a part of student life from day one. Students are expected to follow a set of rules, "The Equitas Way," that facilitate student and school safety. The expectation is to always "be safe" which permeates through our school culture of not running, showing respect and keeping hands to oneself by using the STAR position. Daily morning meetings that focus around developing core values and safety help further the internalization of an overall safe school climate and works as a prevention program. This school cultural environment along with regularly scheduled emergency drills are practiced to prepare students and staff for earthquake and fire evacuations.

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D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		3	
1	26.0		3	
2	37.0		1	1
3	25.0		5	
4	33.0			3
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		4	
1	25.0		3	
2	27.0		3	
3	25.0		3	
4	29.0		4	
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		5	
1	25.0		2	
2	24.0		3	
3	26.0		3	
4	36.0			2
5				
6				
Other**	25.0		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/28/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	3.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/28/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12321.8	\$3918.1	\$8403.7	\$56280.7
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

The types of services and programs that are provided at Equitas Academy through categorical and other source funding help provide supports that allow student achievement and success. Those supports and programs include daily student intervention (RTI), Student Success Team (SST), Special Education (SPED) development, afterschool programming (ASES) and an enrichment program.

RTI

Additional daily, targeted student support is provided by teachers for performing far below or above grade level, students with low socioeconomic status, English Language Learners, and Special Education students.

SST

Students identified for additional supports are referred to the Student Success Team (SST) based on their educational needs. The SST process includes additional instructional supports, a timeline for implementation, and goals for the student.

SPED

Students who qualify for SPED services receive additional educational services according to qualifications.

Enrichment Program

Equitas believes that provided opportunities to experience activities outside the academics helps students prepare for their future endeavors to and in college and in their lives. Equitas is able to provide enrichment classes to all students 4 days a week.

Expanded Learning

Equitas Academy students have access to a daily afterschool program that offers academic support in math, ELA and homework while offering enriching activities that address the whole student such as technology and photography clubs

Last updated: 1/28/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

