Equitas Academy 5

School Accountability Report Card
Reported Using Data from the 2018—19 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/fg/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.

Kawika Chun, School Director
Principal, Equitas Academy 5

About Our School

Equitas Academy #5 is an ecosystem (EQSystem) in which scholars, families, and educators support, challenge, and celebrate one another to produce college graduates and change agents. Our goal is to equip and empower all stakeholders through trusting relationships, rigorous and culturally relevant practices, radically candid feedback, and opportunities for service and advocacy. In our first year of existence, we believe that a focus on constant improvement coupled with a growth mindset is the formula for success. As we grow in the coming years up to fourth grade, we hope to embrace who we are, advocate for what we need, and commit to excellence in order to become a model school.

Kawika Chun

Contact

Equitas Academy 5
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Los Angeles, CA 90015-1910

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Email: kchun@equitasacademy.org
Equitas Academy provides a structured, achievement-based community that prepares students to graduate from four-year colleges and universities. Equitas Academy Charter School provides 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 a 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 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
• We celebrate wholeheartedly
• We enthusiastically approach our work
# Student Enrollment by Grade Level (School Year 2018—19)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
</table>

Last updated: 1/27/2020
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

Teacher Credentials

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers Teaching Outside Subject Area of Competence (with full credential) 0
The school is maintained and cleaned to the highest of standards. All of the systems inspected received a highest grade of "good" and the overall facility rate is "exemplary." Our goal is to always provide the best learning conditions for all of our scholars on a daily basis. This includes coming to school each day in a clean, orderly, and safe school facility for every stakeholder.

### School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

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

### Overall Facility Rate

Year and month of the most recent FIT report: January 2020

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Exemplary</th>
<th>Last updated: 1/27/2020</th>
</tr>
</thead>
</table>
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.
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 2019—20)

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 field trips and attendance of any and all school events to promote family involvement in various ways. Nurturing and strengthening our parent relationships is a strategy for 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
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 2019—20)

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 on 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.

The School Safety Plan is updated annually each August prior to the start of school and discussed with key stakeholders of the school community. The plan includes contact information, communication protocols, emergency drill information and locations, roles for each stakeholder, search team information, checklists for evacuation procedures, evacuation locations, and special instructions for earthquakes, fire, lockdowns, hazardous materials, etc. The plan also includes the responsibilities outlined for key team members and codes for various situations.
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.
<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Restricted)</th>
<th>Expenditures Per Pupil (Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>$74789.00</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$7506.64</td>
<td>$82403.00</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

Last updated: 1/27/2020
### Teacher and Administrative Salaries (Fiscal Year 2017—18)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$43,913</td>
<td>$48,612</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$70,141</td>
<td>$74,676</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$87,085</td>
<td>$99,791</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$117,494</td>
<td>$125,830</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$132,291</td>
<td>$131,167</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$135,145</td>
<td>$144,822</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$350,000</td>
<td>$275,796</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>30.00%</td>
<td>34.00%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>5.00%</td>
<td>5.00%</td>
</tr>
</tbody>
</table>

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

![Teacher Salary Chart](chart1.png)

![Principal Salary Chart](chart2.png)

*Last updated: 1/27/2020*