

# Equitas Academy #3 Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



### Cristina Lowry, School Director

Principal, Equitas Academy #3 Charter

#### About Our School

##### Mission Statement

Equitas Academy provides a structured, achievement-based community that prepares students to graduate from four-year colleges and universities.

##### About Equitas Academy Charter School

Equitas Academy Charter School is a free public elementary school for parents who believe their child deserves a high-quality education and challenging school experience. Our school model offers credentialed, passionate, and dedicated teachers and staff who are experts in their field.

Equitas Academy Charter School has a strong focus on the following:

**High Expectations.** We believe in structured and disciplined classrooms, have school-wide behavioral code of conduct, and school uniforms. Our school has an educational program that enables students, despite obstacles, to learn to read, write, and compute at or above grade level. We have a strong character education component that will serve our students through the many life challenges they may face in accessing higher education.

**College Readiness.** Equitas Academy has an extended school day and year, enrichment activities, and provides preparation to enter top-performing middle, high schools and ultimately college. We believe students must have access to an achievement-oriented learning environment, beginning in kindergarten and extending to the doors of high school to ensure all students make a smooth transition to the demands of college preparatory high schools with the ultimate goal of college graduation. We created a school with a college preparatory focus in the elementary grades so students are able to develop the foundational skills necessary for entrance into high-performing secondary schools.

**A Family Partnership.** We focus on ongoing communication with parents about academic and behavioral progress, at-home visits by staff, and family workshops. Equitas Academy enriches the lives of students and their families by helping our families support their children on their journey to college.

**A Safe & Supportive School Community.** We help our children make positive choices through our focus on our school values of curiosity, optimism, gratitude, grit, self-control, social intelligence, and zest.

#### Contact

Equitas Academy #3 Charter

1626 Orchard Ave.  
Los Angeles, CA 90006

Phone: 213-201-5940  
E-mail: [clowry@equitasacademy.org](mailto:clowry@equitasacademy.org)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Equitas Academy #3 Charter
<b>Street</b>	1626 Orchard Ave.
<b>City, State, Zip</b>	Los Angeles, Ca, 90006
<b>Phone Number</b>	213-201-5940
<b>Principal</b>	Cristina Lowry, School Director
<b>E-mail Address</b>	<a href="mailto:clowry@equitasacademy.org">clowry@equitasacademy.org</a>
<b>Web Site</b>	<a href="https://eq3.equitasacademy.org/">https://eq3.equitasacademy.org/</a>
<b>County-District-School (CDS) Code</b>	19647330129650

*Last updated: 2/1/2018*

### School Description and Mission Statement (School Year 2017-18)

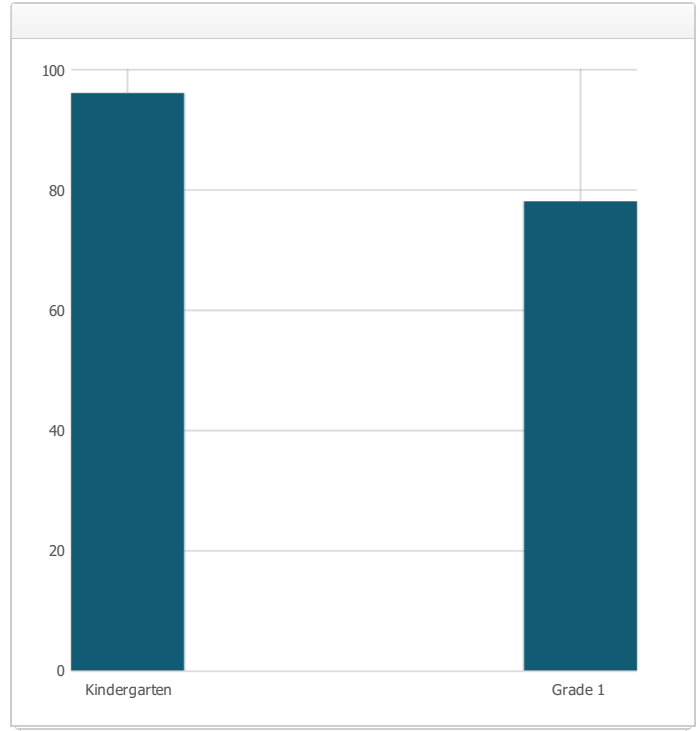
Equitas Academy provides a structured, achievement-based community that prepares students to graduate from college-preparatory high schools, four-year colleges and universities

Equitas Academy believes students must have access to an achievement-oriented learning environment, beginning in kindergarten to ensure all students make a smooth transition to cope with the demands of college preparatory middle and high schools with the ultimate goal of college graduation. We envision a school with a college preparatory focus in the primary grades, so students are able to develop the foundational skills necessary for entrance into high-performing middle and secondary schools. The vision is a school with a grade span, curriculum, and educational program that will allow students, despite any obstacles, to learn to read, write, and compute on or above grade level, to develop the academic and character skills that will serve them through the many life challenges they may face in accessing higher education.

*Last updated: 2/1/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	96
Grade 1	78
<b>Total Enrollment</b>	<b>174</b>



*Last updated: 2/1/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	4.6 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	94.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.1 %
Two or More Races	0.0 %
Other	0.0 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	91.4 %
English Learners	37.9 %
Students with Disabilities	3.4 %
Foster Youth	0.0 %

*Last updated: 2/1/2018*

## A. Conditions of Learning

### State Priority: Basic

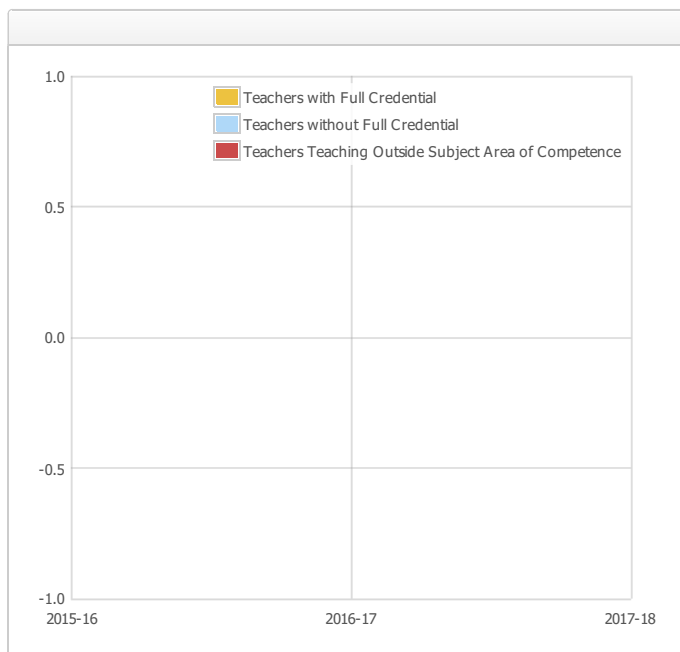
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

Equitas Charter #3 was not open for the 2014-15 School Year

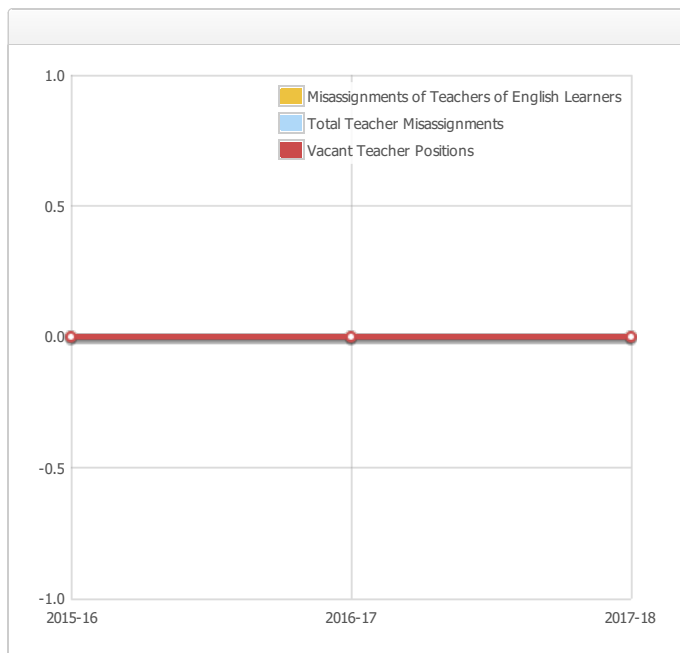
Teachers	School		District
	2015-16	2016-17	2017-18
With Full Credential			21812
Without Full Credential			866
Teachers Teaching Outside Subject Area of Competence (with full credential)			2830



Last updated: 2/1/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2018

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

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.

### State Priority: Pupil Engagement

*Last updated: 2/1/2018*

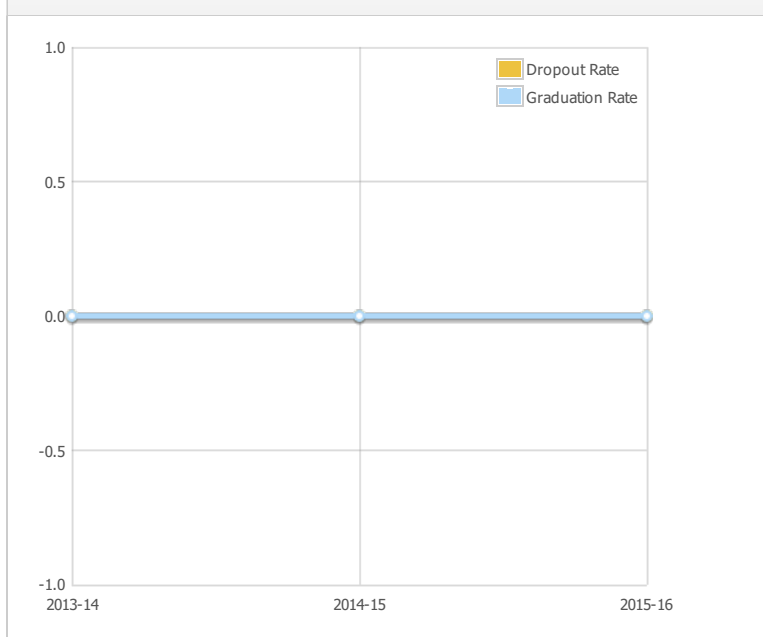
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





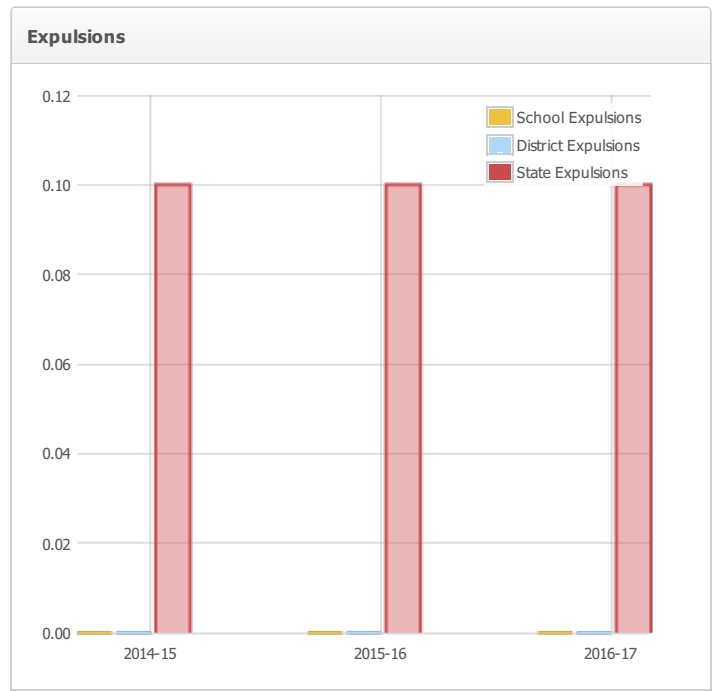
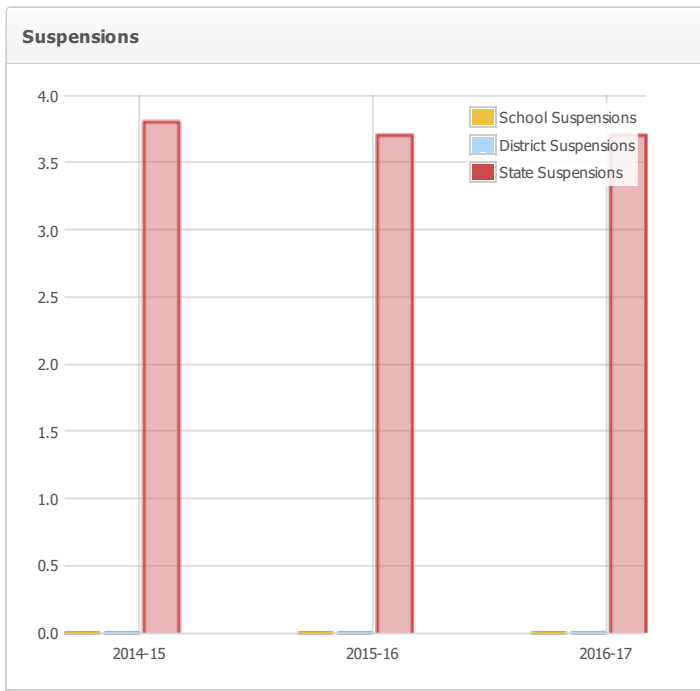
# State Priority: School Climate

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/1/2018

## 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)

Equitas Academy #3 opened 2015-16

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	25.0	0	4	0	24.0	0	4	0
1	0.0	0	0	0	0.0	0	0	0	26.0	0	3	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/1/2018

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Equitas Academy #3 opened 2015-16

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	8754.5%	-17633.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	2180.5%	-23203.1%

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

Last updated: 2/1/2018

## Types of Services Funded (Fiscal Year 2016-17)

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.

### ASES

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: 2/1/2018*

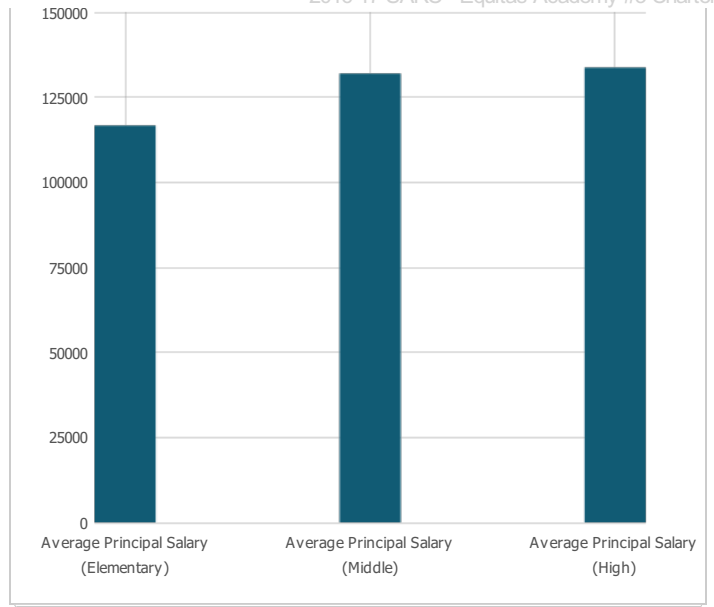
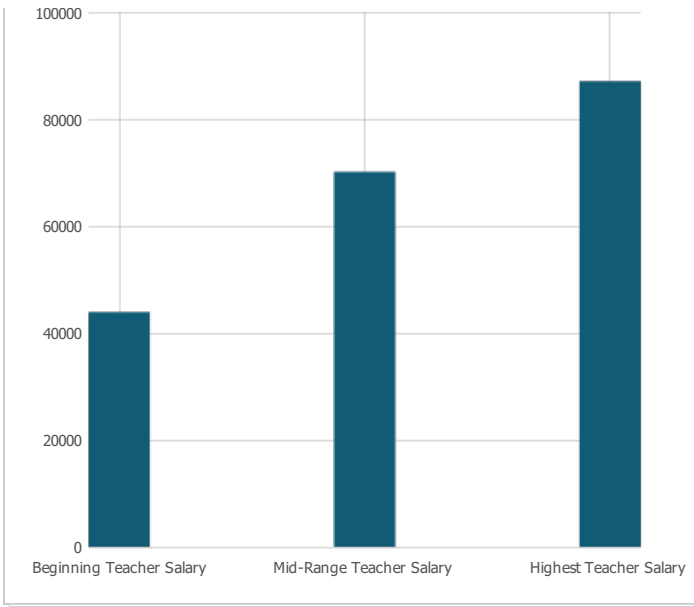
## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	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 <http://www.cde.ca.gov/ds/fd/cs/>.

### Teacher Salary Chart

### Principal Salary Chart



Last updated: 2/1/2018

## Professional Development

To ensure that we are able to hold students to a clear promotion policy that expects our students will meet rigorous academic standards, Equitas Academy provides extended professional development time to develop our staff and to support our educational program. Annually, teachers receive 29 days of professional development. Additionally, students are dismissed on day per week at 1:45pm to allow for two hours of weekly professional development for teachers. Professional Development is central to ensuring curriculum and teaching is delivered effectively. Upon hiring, all teachers will participate in four weeks of summer professional development training. This training: lays the foundation for a consistent and structured school culture; ensure common classroom management strategies and class procedures; establish school-wide expectations for behavior; and establish common lesson planning formats, standardized curriculum and assessments, and effective instructional delivery.

\* Full day Professional Development Days (excludes weekly Professional Development)

2017-18:

August 8, 2017 (8 hours)

September 2, 2017 (8 hours)

October 3, 2017 (8 hours)

November 28, 2017 (8 hours)

January 23, 2018 (8 hours)

March 31, 2018 (8 hours)

April 17, 2018 (8 hours)

Last updated: 2/1/2018