

Equitas Academy 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.



Mallory Kochmann, School Director

Principal, Equitas Academy 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.

Results. Our scholars have outperformed the State and District on the CSTs. Our API for 2012-2013 is 894. We are focused on using data-driven instruction in order to meet the needs of each and every child who attends Equitas Academy. Consistent and targeted intervention is provided to all students based on individual needs.

At Equitas Academy we are determined in accomplishing our mission of preparing 100% of our students to be successful in college and beyond.

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 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	Equitas Academy Charter
Street	1700 West Pico Blvd.
City, State, Zip	Los Angeles, Ca, 90015-2412
Phone Number	213-201-0440
Principal	Mallory Kochmann, School Director
E-mail Address	mkochmann@equitasacademy.org
Web Site	http://equitasacademy.org
County-District-School (CDS) Code	19647330119982

Last updated: 2/1/2018

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

Mission Statement

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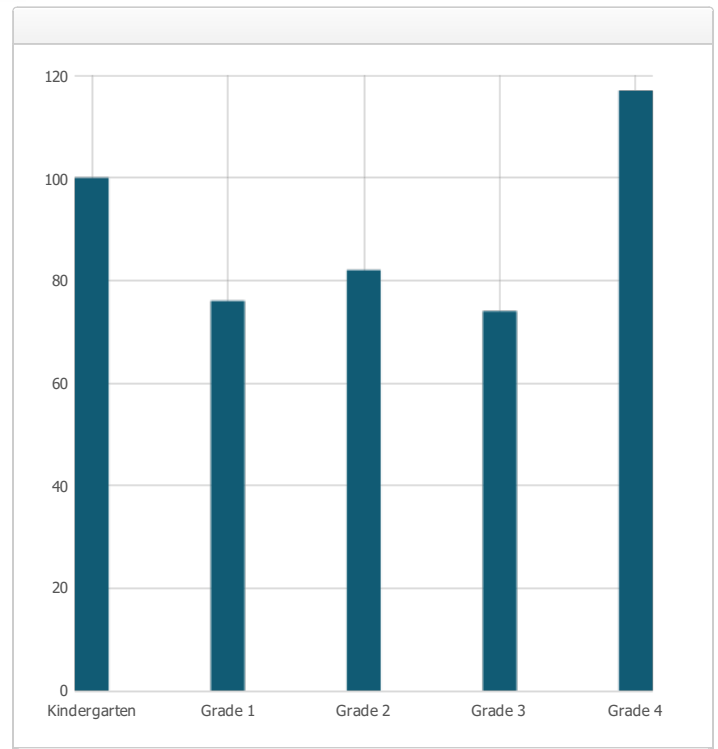
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Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	100
Grade 1	76
Grade 2	82
Grade 3	74
Grade 4	117
Total Enrollment	449

*Last updated: 2/1/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.0 %
Asian	1.8 %
Filipino	0.2 %
Hispanic or Latino	96.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.7 %
Two or More Races	0.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.7 %
English Learners	33.4 %
Students with Disabilities	8.2 %
Foster Youth	0.2 %

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

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	64%	69%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	55%	58%	29%	30%	36%	37%

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.

Last updated: 2/1/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	186	185	99.46%	69.19%
Male	92	91	98.91%	65.93%
Female	94	94	100.00%	72.34%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	180	179	99.44%	68.16%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	174	173	99.43%	67.63%
English Learners	139	138	99.28%	65.94%
Students with Disabilities	20	20	100.00%	40.00%
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.

Last updated: 2/1/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	186	185	99.46%	58.38%
Male	92	91	98.91%	69.23%
Female	94	94	100.00%	47.87%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	180	179	99.44%	57.54%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	174	173	99.43%	57.80%
English Learners	139	138	99.28%	55.80%
Students with Disabilities	20	20	100.00%	20.00%
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.

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Last updated: 2/1/2018

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

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

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)

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	28.0	0	3	0	27.0	0	3	0	25.0	0	4	0
1	25.0	0	3	0	26.0	0	3	0	25.0	0	3	0
2	25.0	0	5	0	37.0	0	1	1	27.0	0	3	0
3	25.0	0	4	0	25.0	0	5	0	25.0	0	3	0
4	31.0	0	2	0	33.0	0	0	3	29.0	0	4	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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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: 2/1/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 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	--	--
State	N/A	N/A	\$6574.0	\$79228.0

Percent Difference – School Site and State	N/A	N/A	--	--
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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.

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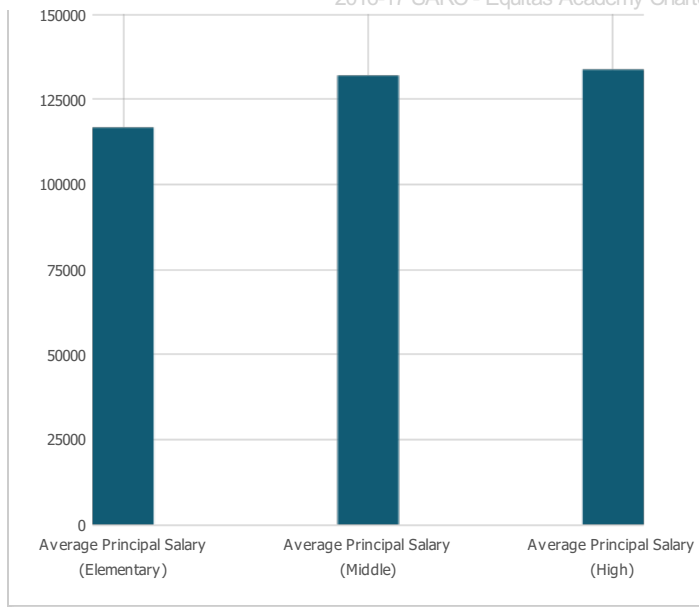
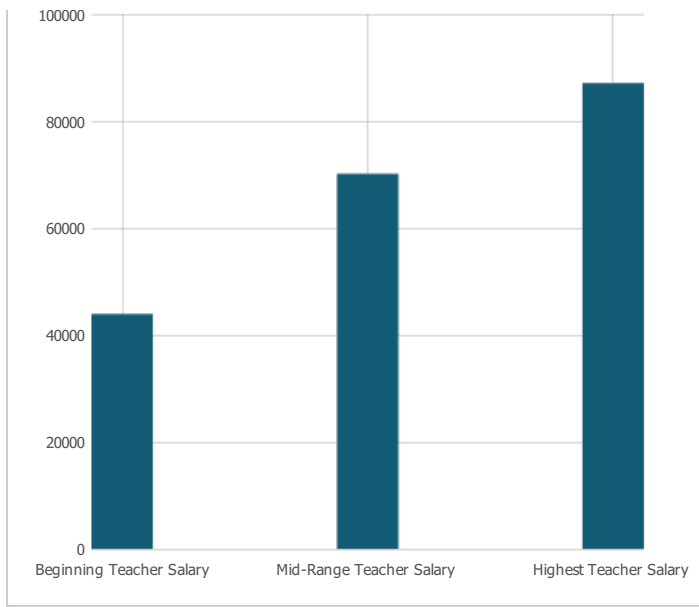
Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

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