



## Board of Education Report

---

**File #:** Rep-128-20/21, **Version:** 1

---

### **Approval of the Renewal Petition for Equitas Academy 4 [PUBLIC HEARING]**

**November 24, 2020**

**Charter Schools Division**

#### **Action Proposed:**

Staff recommends approval of the renewal petition for Equitas Academy 4 (“Charter School”), designated by the state as Middle performing, located in Board District 2 and Local District Central, for five (5) years, beginning July 1, 2021 until June 30, 2026 to serve 400 students in grades 5-8 in in each year of the charter term.

#### **Background:**

Equitas Academy 4 is a 5-8 school currently serving 255 students on a private facility in the Pico-Union area of Los Angeles at 2501 West 7th Street, Los Angeles, CA, 90057 in Board District 2 and Local District Central. Equitas Academy 4 was approved by the LAUSD Board of Education on September 1, 2015.

On September 1, 2020, Equitas Academy 4 submitted its charter renewal petition application to the Charter Schools Division. The 90-day statutory timeline for Board action on this renewal petition runs through November 30, 2020.

An initial Public Hearing was held on October 27, 2020.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

#### Due Diligence:

Current Equitas Academy 4 governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

The petition is available for perusal in the Charter Schools Division and online at the District’s Board of Education website at <http://laschoolboard.org/charterpetitions>.

#### **Expected Outcomes:**

Charter School is expected to operate its school in a manner consistent with local, state, and federal ordinances, laws and regulations and with the terms and conditions set forth in its petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

**Board Options and Consequences:**

“Yes” - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2021.

“No” - If the Board does not adopt the recommendation of approval of the renewal petition, and instead takes specific action to deny the renewal petition, Charter School would not be authorized to continue operating as a charter school under the terms of the renewal petition. Charter School’s current charter expires on June 30, 2021. The petitioners may appeal a denial to Los Angeles County Board of Education (“LACBOE”) If the appeal is approved by LACBOE, Charter School would be authorized by the LACBOE. If LACBOE denies a petition on appeal, the Charter School may appeal to the State Board of Education (“SBE”) which will review the appeal using an abuse of discretion standard. If the denial is reversed by the SBE, the SBE shall designate, in consultation with the petitioner, the LAUSD Board of Education or LACBOE as the chartering authority.

This Board Report No. 128-20/21, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of the Charter School renewal petition.

**Policy Implications:**

There are no policy implications at this time.

**Budget Impact:**

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school’s debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school’s petition or operations with significant financial implications would require District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to join the LAUSD SELPA Option 3. The Charter School’s fair share contribution to special education will be 10% of the charter schools’ AB 602 (rate includes Base, COLA, and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from the Charter School’s Local Control Funding Formula (“LCFF”) funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The revenue rate will be adjusted to account for changes in the State’s funding formula beginning in fiscal year 2013-2014. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Charter-operated Program special education director. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent

special education funds of the previous fiscal year.

In addition to the payments required under this Section, the Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

**Student Impact:**

As stated in the Board of Education's Policy on Charter School Authorizing, "[W]hen the Board of Education authorizes a charter school, it establishes a partnership to advance its vision and mission and to accelerate gains in academic achievement and accountability for *all* of its students and public schools (*Policy*, p.2)." Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for charter school renewal and therefore recommends approval of the renewal petition.

**Issues and Analysis:**

If all pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda.

Budget and Petition available for perusal at the following link:

<https://www.dropbox.com/sh/1709mrl4jbqt0rn/AAC2LRySuU5GTx0A5MGrzb8pa?dl=0>

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report

Attachment B - DFS Data, DFS Resident School Data and High vs Low Performance Data Sets

Attachment C - Desegregation Impact Statement

**Informatives:**

Not applicable

**Submitted:**

11/06/20

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

---

AUSTIN BEUTNER  
Superintendent of Schools

---

JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

**REVIEWED BY:**

---

DEVORA NAVERA REED  
Interim General Counsel

\_\_\_ Approved as to form.

**REVIEWED BY:**

---

TONY ATIENZA  
Director, Budget Services and Financial Planning

\_\_\_ Approved as to budget impact statement.

ATTACHMENT A  
**STAFF ASSESSMENT AND RECOMMENDATION REPORT**  
**RENEWAL PETITION**

Board of Education Report 128-20/21  
 November 24, 2020

School Name:	<b>Equitas Academy 4</b>			<b>BOARD IS REQUIRED TO TAKE ACTION BY:  November 30, 2020</b>
Type of Charter School:	<b>Start-Up Independent Charter School</b>			
Charter Operator	<b>Equitas Academy Charter School, Inc.</b>			
Location Code:	<b>7551</b>			
Type of Site(s):	<b>Private</b>			
Site Address(es):	<b>2501 West 7th Street, Los Angeles, CA, 90057</b>			
Board District(s):	<b>2</b>	Local District(s):	<b>Central</b>	
Grade Levels Served:	<b>5-8</b>	Current Enrollment:	<b>255</b>	
Grade Levels Authorized in Current Charter:	<b>5-8</b>	Approved Enrollment in Current Charter:	<b>400</b>	
<b>CONSIDERATION:</b>	<b>Renewal</b>			
<b>CDE PERFORMANCE LEVEL:</b>	<b>Middle Performing</b>			
<b>STAFF RECOMMENDATION:</b>	<b>Approval</b>			
<b>SUMMARY OF STAFF FINDINGS:</b>	<p>Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p><b>Criterion 1:</b></p> <ul style="list-style-type: none"> <li>◆ The charter school has presented a <b>sound educational program</b></li> <li>◆ The petition, as revised through the petition review and revisions process, contains <b>reasonably comprehensive descriptions of all required elements</b>, including the Federal, State, and District Required Language.</li> <li>◆ Petitioners are <b>demonstrably likely to successfully implement the educational program</b> set forth in the renewal petition.</li> <li>◆ The petition contains <b>required affirmations, assurances, and declarations</b>.</li> </ul> <p><b>Criterion 2:</b></p> <ul style="list-style-type: none"> <li>◆ Charter School qualifies for renewal as a [<i>low, middle, high</i>] performing charter school based on performance indicators and pursuant to the statutory renewal framework. (See full analysis below).</li> </ul>			

	<p><b>Criterion 3:</b></p> <ul style="list-style-type: none"> <li>◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.</li> <li>◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns.</li> </ul> <p>In addition to the above, the petition contains <b>a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school</b> for purposes of Chapter 10.7. Please see “Staff Review and Assessment” section below for further detail.</p>
<p><b>PROPOSED BENCHMARKS:</b></p>	<p>N/A</p>

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends approval, of the renewal petition for Equitas Academy 4 (“Equitas 4” or “Charter School”), located in Board District 2 and Local District Central, for a term of five (5) years, beginning July 1, 2021, until June 30, 2026 to serve up to 400 students in grades 5-8 in each year of the charter term.

### II. CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605, 47607, and 47607.2. As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal under the renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

Charter schools designated as Dashboard Alternative School Status (“DASS”) will work with LAUSD to establish renewal targets locally. (Ed. Code, § 47607(c)(7).) Please see *LAUSD Policy and Procedures for Charter School Authorizing* (LAUSD Board of Education, August 11, 2020) for more information regarding renewal criteria.

### III. GENERAL SCHOOL INFORMATION

#### A. School History

	<b>Equitas Academy 4</b>
<b>Initial Authorization:</b>	On September 1, 2015, Equitas Academy 4 was authorized by the LAUSD Board of Education to serve 400 students in grades 5-8.
<b>Most Recent Renewal</b>	N/A
<b>Approved Material Revisions of Current Charter:</b>	N/A
<b>Board Benchmarks in</b>	N/A

	<b>Equitas Academy 4</b>
<b>Current Charter Term:</b>	
<b>Submission of Renewal Petition Application:</b>	Equitas Academy 4 submitted its renewal petition application on September 1, 2020. The 90-day statutory timeline for Board action on the petition runs through November 30, 2020
<b>Concurrent Request for Material Revision:</b>	N/A

**B. Educational Program**

	<b>Equitas Academy 4</b>
<b>Key Features of Educational Program:</b>	<p>Equitas Academy 4 offers a structured achievement-based educational program designed to prepare students for college preparatory high schools and eventually college. The instructional model includes the following features:</p> <ul style="list-style-type: none"> <li>◆ Emphasis on strengthening fundamental skills in literacy and math, and mastery of core content courses like Social Studies and Science through the application of the same learned skills.</li> <li>◆ Classroom settings emphasize college readiness and awareness in an environment designed to reflect the school’s vision for post-secondary opportunities and as a place that provides students learning venues to develop academic, citizenship, and life skills through independent and collaborative instruction.</li> <li>◆ A data driven system of evaluation for schoolwide and classroom group performance, as well as, individual student performance that dictates instructional decisions.</li> </ul>
<b>English Learner Master Plan:</b>	<p>Equitas Academy 4 implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> <li>◆ Teachers implement both Integrated and Designated English Language Development (ELD) instruction with leveled instructional materials.</li> <li>◆ The school uses an inclusive Structured English Immersion (SEI) Program, which includes: (1) screening and monitoring process, (2) reading interventions, (3) vocabulary building, (4) academic English development, and (5) peer learning opportunities in all courses to support English Learners (ELs) in developing their listening, speaking, reading and writing skills.</li> </ul>
<b>Special Education SELPA</b>	Equitas Academy 4 participates in LAUSD SELPA Option 3.



### C. Student Enrollment and Population

Equitas Academy 4: 2019-20 Enrollment by Ethnicity and Subgroup																	
Enrollment	% F/R Meal	% GATE	% Am. Indian or Alaska Nat.	% Asian	% Black or African Am.	% English Learner	% Filipino	% Foster Youth	% Homeless	% Latino	% Migrant Ed.	% Nat. Hawaiian or Pac. Islander	% Not Reported	% Socioeconom. Disadvantaged	% Students with Disabilities	% Two or More Races	% White
152	89.5	0.0	0.0	0.7	3.3	20.4	1.3	2.0	0.0	94.1	0.0	0.0	0.0	92.8	0.0	0.0	0.7

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd>

### D. Charter School Operator

Equitas Academy 4 is operated by Equitas Academy Charter School, Inc., a California nonprofit public benefit corporation that also operates five (5) other LAUSD-authorized charter schools.

## IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the standards and criteria for renewal. Staff findings include the following:

**A. Criterion 1: Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?**

Yes, the charter school has presented a sound educational program; a reasonably comprehensive petition with the requisite affirmations and the Federal, State, and District Required Language; and petitioners are likely to successfully implement the educational program for its targeted student population. The petition sufficiently addresses and is consistent with the applicable legal and policy requirements, including but not limited to the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the salient needs of the target student population. Please see discussion of the charter school’s record of academic performance in the section below.

**B. Criterion 2: Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?**

Yes, the school has been classified by the state as Middle performing in 2019-2020. Please see discussion of the charter school’s record of academic performance in the section below.

#### Charter Renewal Term

For Middle Performing schools, pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following: 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard; 2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard; 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence,

demonstrated by verified data, showing either of the following: a. The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The charter school’s record of performance during the term of the charter reflects the following specific factors:

**1. Student Achievement and Educational Performance**

a. Summary

Equitas Academy 4 has been identified by the state as a Middle performing charter school. In review of the 2018 and 2019 Distance from Standard (DFS), the charter school performed higher than the state in ELA schoolwide and for the majority of numerically significant subgroups. In Math, the charter school’s DFS in 2018 was higher than the state’s schoolwide and for all numerically significant subgroups, and in 2019 the charter school was lower than the state’s DFS, but higher than the state for the majority of numerically significant subgroups.

b. Measurements of Academic Performance on the California School Dashboard

As context, the state utilizes the colors received on all state indicators to determine the performance classification for charter schools. Please see the table below for more information on this school.

Equitas Academy 4							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	NPC	NPC	NPC	N/A	NPC	N/A	NPC
2019	3	2	NPC	N/A	2	N/A	5

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd>

\*For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018).

NPC: No performance color

The recommendation for renewal has considered the schoolwide performance and performance of numerically significant subgroups served by the charter school on the state and local indicators, providing greater weight to performance on measurements of academy performance. In addition to the state and local indicators, the recommendation considered whether there was clear and convincing evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers, as applicable.

Please see attached *Equitas Academy 4* Data Set.

c. English Language Arts Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Equitas Academy 4 - (ELA Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	69	No Color	23.5	-6.0	Higher	132	Yellow	-1.0	-2.5	Higher
English Learner	33	No Color	-23.5	-47.1	Higher	54	Orange	-47.3	-45.1	Lower
Latino	65	No Color	17.5	-31.3	Higher	125	Orange	-5.3	-26.6	Higher
Socioeconomically Disadvantaged	67	No Color	18.3	-34.7	Higher	125	Yellow	-3.1	-30.1	Higher

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12

As seen in the above table, in 2018 and 2019, the charter schools Distance from Standard (DFS) was higher than the state’s DFS.

In 2018 and 2019, the school had three numerically significant subgroups (English Learners, Latino and Socioeconomically Disadvantaged) for ELA. In both 2018 and 2019, the charter school’s numerically significant subgroups were higher than the state’s DFS for those subgroups, with the exception of the English Learners (EL) subgroup in 2019, which was lower by 2.2 points. In reviewing the EL subgroup performance, the team considered the charter school’s performance level in the English Learner Progress Indicator (Very High) and Reclassification Rates (higher than state) as documented in those sections of this report.

School leadership shared that they are meeting the needs of English Learners by adding personnel, specifically a Director of ELD and an ELD Lead Teacher. They also conduct monthly progress monitoring for English Learners, enhanced the support and resources to ELD teachers, and implemented a Phonics curriculum.

Change Level Schoolwide and Numerically Significant Subgroups:

Equitas Academy 4 - (ELA Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	69	No Color	--	No Data	2.2	Maintained	132	Yellow	-25.3	Declined Significantly	3.7	Increased
English Learner	33	No Color	--	No Data	3.3	Increased	54	Orange	-24.0	Declined Significantly	3.1	Increased
Latino	65	No Color	--	No Data	3.2	Increased	125	Orange	-23.7	Declined Significantly	4.5	Increased
Socioeconomically Disadvantaged	67	No Color	--	No Data	4.0	Increased	125	Yellow	-22.3	Declined Significantly	4.4	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/>

As seen in the table above, data was not available for the charter school’s Change Level in 2018 schoolwide and for numerically significant subgroups. In 2019, the charter school Declined Significantly schoolwide and for all numerically significant subgroups.

The 2019 school year was the first year of comparison data available for Equitas Academy 4. School leadership shared, in 2019, the school was impacted by high teacher turn-over resulting in a 30% teacher retention rate. As a result, the school now conducts anonymous work environment surveys for staff and provides increased coaching support for teachers. In addition, school leadership shared that in order to address the significant declines in ELA schoolwide and for numerically significant subgroups, the school implemented the following: hired more personnel (Director of Academics and Director of ELD), strengthened professional development opportunities for all staff, implemented Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing three times a year, and increased ELA instructional supports for student subgroups, including a Social Emotional Learning (SEL) curriculum schoolwide.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Equitas Academy 4 - (Math Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	70	No Color	-31.5	-36.4	Higher	133	Orange	-46.2	-33.5	Lower
English Learner	34	No Color	-62.8	-69.9	Higher	55	Orange	-87.1	-68.6	Lower
Latino	66	No Color	-37.1	-65.8	Higher	126	Orange	-50.5	-62.2	Higher
Socioeconomically Disadvantaged	68	No Color	-36.9	-67.4	Higher	126	Orange	-48.9	-63.7	Higher

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>  
 For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12

As seen in the above table, in Math for 2018 the charter school’s DFS was higher than the State’s DFS, but in 2019 the charter school’s DFS was lower than the State’s. In 2018 and 2019, the school had three numerically significant subgroups (English Learners, Latino and Socioeconomically Disadvantaged) for Math. In 2018, all subgroups performed higher than the State’s DFS for those subgroups. In 2019, the majority of the subgroups performed higher than the state’s DFS for those subgroups, with the exception of the English Learners (EL) subgroup. For 2019, the EL subgroup was lower than the state’s DFS for that subgroup.

School leadership shared that they are meeting the needs of all students by adding personnel, including a Director of Academics, to build capacity in this area as well as enhanced professional development for teachers to increase students’ opportunities in Math through additional courses and interventions. The school leadership also shared that to address the needs of English Learners in Math they added personnel (Director of ELD and an ELD Lead Teacher), implemented monthly progress monitoring for English Learners,

and enhanced support and resources to ELD teachers with emphasis on strengthening Math academic language development.

**Change Level Schoolwide and Numerically Significant Subgroups:**

Equitas Academy 4 - (Math Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	70	No Color	--	No Data	1.3	Maintained	133	Orange	-15.0	Declined	2.9	Maintained
English Learner	34	No Color	--	No Data	1.5	Maintained	55	Orange	-22.8	Declined Significantly	2.2	Maintained
Latino	66	No Color	--	No Data	1.7	Maintained	126	Orange	-14.0	Declined	3.4	Increased
Socioeconomically Disadvantaged	68	No Color	--	No Data	2.3	Maintained	126	Orange	-12.5	Declined	3.4	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12

As seen in the table above, data is not available for the charter school’s Change Level in 2018 schoolwide and for numerically significant subgroups. In 2019, the charter school Declined schoolwide and for the majority of numerically significant subgroups, with the exception of the English Learners subgroup, which Declined Significantly.

The 2019 school year was the first year of comparison data for Equitas Academy 4. School leadership shared that in order to address the declines in Math schoolwide and for the majority of numerically significant subgroups as well as the significant decline for English Learners, the school implemented the following: increased student progress monitoring, including NWEA (MAP) testing three times a year; increased student opportunities to participate in Math courses and interventions; hired more personnel (Director of Academics and Director of ELD); strengthened professional development related to the unique needs and supports for student subgroups, which included techniques to build Math academic vocabulary for English Learners and a Social Emotional Learning (SEL) curriculum schoolwide. The CSD will continue to monitor through oversight.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

Equitas Academy 4 - English Learner Progress Indicator - CA School Dashboard Indicator					
Subgroup	2019 School			2019 State	
	Number of English Learner Students	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	25	68.0%	Very High	48.3	Medium

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the chart above, the 2019 California School Dashboard indicates 68.0% of Equitas Academy 4's English Learner (EL) students are making progress towards English proficiency, higher than the state at 48.3%. The Performance Level for the charter school is Very High while the state Performance Level is Medium.

f. Standardized Assessments Participation Rates

In 2019, ELA, Math and the ELPI Indicators, the school met the participation rates (of at least 95%) schoolwide and for all subgroups.

g. College/Career Academic Indicator

N/A

h. Verified Data

As noted above, a charter school classified by the state as Middle performing may present verified data. Pursuant to Education Code Section 47607.2(c)(1), "verified data" means data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

Per the *LAUSD Policy and Procedures for Charter Schools*, until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this Policy and Procedures, the District defines "one year's progress" as growth in achievement in ELA and Math from one academic year to the next. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter (e.g., seven-year, six-year, five-year, or two-year term). Until such time that the State Board of Education provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition. Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements in the *LAUSD Policy and Procedures for Charter Schools*.

Staff determined that the schoolwide performance and the performance of all numerically significant subgroups on the California School Dashboard provided sufficient information to determine the renewal recommendation.

i. Postsecondary Outcomes [HS only]

N/A

j. Local Indicators

Staff also considered the Local Indicators (i.e. Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) and all are reported as Met.

k. "May Deny" Analysis for Middle Performing Charter Schools [if applicable]

N/A

1. Suspension Rate Indicator

Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

Schoolwide and Numerically Significant Subgroups:

Equitas Academy 4 - Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	School 2018 Students suspended at least once	State 2018 Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	School 2019 Students suspended at least once	State 2019 Students suspended at least once	School to State Suspensions Comparison
All Students	86	No Color	0.0%	3.5%	Lower	152	Blue	0.0%	3.4%	Lower
Latino	81	No Color	0.0%	3.6%	Lower	142	Blue	0.0%	3.5%	Lower
Socioeconomically Disadvantaged	84	No Color	0.0%	4.4%	Lower	143	Blue	0.0%	4.3%	Lower

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As indicated in the table above, in both 2018 and 2019, the school was lower than the state schoolwide and for all numerically significant subgroups.

Change Level Schoolwide and Numerically Significant Subgroups:

Equitas Academy 4 - Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Change	Change Level	State Change	Change Level	Number of Students	2019 Color	Change	Change Level	State Change	Change Level
All Students	86	No Color	--	No Data	-0.1%	Maintained	152	Blue	0.0%	Maintained	-0.1%	Maintained
Latino	81	No Color	--	No Data	-0.1%	Maintained	142	Blue	0.0%	Maintained	-0.1%	Maintained
Socioeconomically Disadvantaged	84	No Color	--	No Data	-0.2%	Maintained	143	Blue	0.0%	Maintained	-0.1%	Maintained

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, data was not available for the charter school's Change Level in 2018 schoolwide and for numerically significant subgroups. In 2019, the charter school Maintained schoolwide and for all numerically significant subgroups.

m. Graduation Rate Indicator [HS Only]

N/A



n. Chronic Absenteeism Indicator

Percentage Schoolwide and Numerically Significant Subgroups:

Equitas Academy 4 - Chronic Absenteeism - CA School Dashboard Indicator										
Subgroup	Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	State 2018 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	State 2019 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison
All Students	83	No Color	4.8%	9.0%	Lower	148	Orange	14.2%	10.1%	Higher
Latino	78	No Color	5.1%	9.7%	Lower	138	Orange	13.0%	11.0%	Higher
Socioeconomically Disadvantaged	81	No Color	4.9%	11.4%	Lower	141	Orange	14.9%	12.9%	Higher

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018 the charter school was lower than the state schoolwide and for all numerically significant subgroups, but in 2019 the charter school was higher.

Change Level Schoolwide and Numerically Significant Subgroups

Equitas Academy 4 - Chronic Absenteeism - CA School Dashboard Indicator												
Subgroup	Number of students enrolled who meet criteria	2018 Color	Change	Change Level	State Change	Change Level	Number of students enrolled who meet criteria	2019 Color	Change	Change Level	State Change	Change Level
All Students	83	No Color	0.0%	No Data	0.3%	Maintained	148	Orange	9.4%	Increased	1.1%	Increased
Latino	78	No Color	0.0%	No Data	0.4%	Maintained	138	Orange	7.9%	Increased	1.4%	Increased
Socioeconomically Disadvantaged	81	No Color	0.0%	No Data	0.4%	Maintained	141	Orange	10.0%	Increased	1.5%	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, data was not available for the charter school’s Change Level in 2018 schoolwide and for numerically significant subgroups. In 2019, the school Increased schoolwide and for all numerically significant subgroups. School leadership shared they strengthened their systems to address Chronic Absenteeism through the following approaches: proactive outreach to absentees, Student Success Team (SST) referrals specifically for absences, team approach to absences across departments, increased attendance recognition events, and monthly data tracking of absence trends at school.



o. English Learner Performance

Reclassification Rates:

Year	Students Redesignated FEP	Equitas Academy 4	State	School to State RFEP Comparison
2018-19	17-18 EL #	17	1,271,150	Higher
	18-19 Reclass #	9	175,746	
	18-19 Reclass Rate	52.9%	13.8%	
2019-20	18-19 EL #	27	1,195,988	Higher
	19-20 Reclass #	5	164,653	
	19-20 Reclass Rate	18.5%	13.8%	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesreclass.asp>

In 2019-2020, Equitas Academy 4’s reclassification rate was 18.5%, which was higher than the state’s reclassification rate of 13.8%. In 2018-2019, Equitas Academy 4’s reclassification rate of 52.9% was higher than the state’s rate of 13.8%.

Equitas Academy 4’s reclassification criteria are as follows:

- ◆ Student Annual English Language Proficiency Assessments for California (ELPAC) Scores: Overall performance level of 4 which encompasses all language domains: listening, speaking, reading, and writing
- ◆ Student scores on the CAASPP at Nearly Met, Met, or Exceeded grade level performance and/or student scores above 30th percentile on the nationally norm-referenced NWEA MAP Reading Assessment
- ◆ Teacher Evaluation
- ◆ Parent opinion and consultation

Long-Term English Learners and “At-Risk” Rates:

English Learners	2018-19				2019-20			
	Equitas Academy 4		State		Equitas Academy 4		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	9	8.8%	220,738	9.5%	3	2.8%	130,783	5.7%
LTEL 6+ Years	16	15.7%	342,983	14.7%	13	12.3%	204,042	8.9%

Data Source: DataQuest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesstetel.asp>

In 2019-2020, the charter school had 12.3% Long-term English Learners (LTELs), which was higher than the state’s LTEL percentage of 8.9%. In 2018-2019, Equitas Academy 4’s LTEL percentage of 15.7% was greater than the state’s 14.7%. In 2019-2020, the charter school had 2.8% “At-Risk” (3 students), which was lower than the state 5.7%. Similarly, in 2018-2019, Equitas Academy 4 had 8.8% “At-Risk” which was lower than the state’s 9.5%.

Per school leadership, to address the needs of the LTEL students, in addition to Integrated ELD instruction, the charter school added personnel, implemented new support programs and enhanced professional development for ELD teachers based on needs as identified on the ELPAC and other formative assessments.

## 2. Annual Oversight Results

### a. Student Achievement and Educational Performance

Equitas Academy 4 has achieved the rating of *Proficient* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Student Achievement and Educational Performance</b>	3 Proficient	3 Proficient

\*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

### b. Governance

Equitas Academy 4's record of performance and related information demonstrate that the school is likely to succeed in the area of governance.

The school has earned the rating of *Proficient* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Governance</b>	3 Proficient	3 Proficient

\*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

### c. Organizational Management, Programs, and Operations

Equitas Academy 4's record of performance and related information demonstrate that the school is likely to succeed in the area of organizational management, programs, and operations.

Equitas Academy 4 has achieved the ratings of *Proficient* and *Accomplished* in the category of Organization Management, Programs, and Operations on its annual oversight evaluation reports for the last two years and has no unresolved operations issues pending.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Organizational Management, Programs, and Operations</b>	3 Proficient	4 Accomplished

\*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

i. Access and Equity

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	% F/R Meal	% GATE	% Am. Indian or Alaska Nat.	% Asian	% Black or African Am.	% English Learner	% Filipino	% Foster Youth	% Homeless	% Latino	% Migrant Ed.	% Nat. Hawaiian or Pac. Islander	% Not Reported	% Socioeconom. Disadvantaged	% Students with Disabilities	% Two or More Races	% White
Equitas Academy 4	152	89.5	0.0	0.0	0.7	3.3	20.4	1.3	2.0	0.0	94.1	0.0	0.0	0.0	92.8	0.0	0.0	0.7
Statewide	6,163,001	59.3	N/A	0.5	9.3	5.3	18.6	2.4	0.5	3.2	54.9	0.8	0.4	0.9	60.7	11.7	3.9	22.4
Los Angeles Unified	596,937	80.3	10.7	0.2	3.6	7.7	20.0	1.9	0.7	1.3	74.1	0.1	0.2	0.4	81.5	11.4	1.6	10.3

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

ii. Special Education

2019-20 Enrollment by Disability																		
School	OCT 2019 Enrollment #	Special Education Enrollment #	Special Education Enrollment %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
Equitas Academy 4	152	0	0.0	--	--	0	0	0	0	0	0	0	0	0	0	0	0	0
Statewide	6,163,001	721,198	11.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	607,723	84,730	13.9	69.1	31.0	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

According to 2019 CALPADS Fall 1 Certified Student Profile List Report, Equitas Academy 4 had a 0.0% special education enrollment, which is lower than the state’s percentage of 11.7%, and lower than the District’s percentage of 13.9%. School leadership shared that in 2019-2020 an End of Year (EOY) functional error with the CALPADS reporting system led to an inaccurate data report. According to the charter school, 22 students in special education were enrolled in 2019 (14.4%), and the current enrollment is 34 (13.5%). The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time. The CSD will continue to monitor through oversight.

iii. Additional Information

None

**C. Criterion 3: Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)**

- ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.
- ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns.

For more information about enrollment or dismissal practices, substantial fiscal issues or substantial governance issues, please see the Access and Equity, Fiscal Operations, and Governance sections, respectively.

**D. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School?**

*Yes, the petition contains the required declaration.*

**3. Fiscal Operations**

Equitas Academy 4’s record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

Equitas Academy 4 achieved the ratings of *Developing* and *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

The rating of *Developing* in the category of Fiscal Operations for 2018-2019 was primarily attributed to the school’s lack of guidance regarding gifts to non- employees.

During the 2019-2020 oversight visit, the CSD noted that the school’s internal controls and processes were generally in place and implemented in practice, but were not always aligned with its fiscal policies and procedures in the following areas: 1) Use of manual checks and bank debits; and 2) Employee expense reimbursement processes. The school has submitted revised fiscal policies and procedures as part of its charter renewal petition to address the above issues. The CSD will continue to monitor these issues through oversight.

	2018-2019	2019-2020
Annual Oversight Evaluation Report	2	3
Rating in Category of <b>Fiscal Operations</b>	Developing	Proficient

\*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Fiscal Condition

Equitas Academy 4’s fiscal condition is positive. According to the 2018-2019 independent audit report, the school had positive net assets of \$141,076 and net income of \$15,924. The 2019-2020 Unaudited Actuals projected positive net assets and net income.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	\$0	\$0	\$125,152	\$141,076	\$2,196,155
Net Income/Loss	\$0	\$0	\$1,759	\$15,924	\$2,055,079
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

The projected increase in net income projected in the school's Unaudited Actuals for Fiscal Year 2019-2020 is primarily due to a \$2,000, 000 grant provided by Great Public Schools Now.

According to Equitas Academy Charter School Inc.'s independent audit report for Fiscal Year 2018-2019, Equitas and its charter schools reported positive net assets of \$8,395,957 and a net loss of (\$789,132). Equitas, without its charter schools, reported net assets of \$0 and net income of \$0.

Equitas provides administrative services to its charter schools, which are accounted for separately within the financial statements using an allocation based on student enrollment.

c. 2018-2019 Independent Audit Report

Audit Opinion: Unmodified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

d. Other Significant Fiscal Information

Per Equitas Academy Inc., the charter operator secured a loan for its charter schools through the U.S. Small Business Administration's (SBA) Payment Protection Program (PPP). Equitas Academy Inc. stated that the charter operator submitted its PPP loan application on April 28, 2020 (seeking to borrow \$2,575,983). The CSD was advised that the school's governing board voted to pursue the PPP loan on April 23, 2020, and, on May 3, 2020, the school received the PPP loan proceeds in the amount of \$2,575,983. Equitas Academy Inc. stated that the PPP loan proceeds would support allowable expenditures (including payroll). Equitas further shared that the borrowed PPP funds are currently recorded as a loan on the charter operator's books. Staff will continue to request information from the school as to its uses of the PPP funds and any reports sent to the federal government as part of ongoing oversight.

# ATTACHMENT B

## Equitas Academy 4

### Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

(ELA Grades) Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
C	2	7551	Equitas Academy 4	All Students	69	No Color	23.5	--	No Data	-6.0	2.2	Maintained	Higher	132	Yellow	-1.0	-25.3	Declined Significantly	-2.5	3.7	Increased	Higher
				American Indian or Alaska Native	0	--	--	--	--	-36.8	2.3	Maintained	--	0	--	--	--	--	-34.1	2.1	Maintained	--
				Asian	2	No Color	--	--	No Data	62.4	2.0	Maintained	--	2	No Color	--	--	No Data	64.8	3.1	Increased	--
				Black or African American	1	No Color	--	--	No Data	-51.8	0.9	Maintained	--	3	No Color	--	--	No Data	-47.6	3.7	Increased	--
				English Learner	33	No Color	-23.5	--	No Data	-47.1	3.3	Increased	Higher	54	Orange	-47.3	-24.0	Declined Significantly	-45.1	3.1	Increased	Lower
				Filipino	0	--	--	--	--	44.0	2.7	Maintained	--	0	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	1	No Color	--	--	No Data	-79.2	1.4	Maintained	--	2	No Color	--	--	No Data	-71.9	5.7	Increased	--
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	0	--	--	--	--	-46.7	3.8	Increased	--
				Latino	65	No Color	17.5	--	No Data	-31.3	3.2	Increased	Higher	125	Orange	-5.3	-23.7	Declined Significantly	-26.6	4.5	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	0	--	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	67	No Color	18.3	--	No Data	-34.7	4.0	Increased	Higher	125	Yellow	-3.1	-22.3	Declined Significantly	-30.1	4.4	Increased	Higher
				Students with Disabilities	7	No Color	--	--	No Data	-95.5	2.1	Maintained	--	20	No Color	-93.4	--	No Data	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	0	--	--	--	--	30.3	2.0	Maintained	--
				White	1	No Color	--	--	No Data	27.7	0.8	Maintained	--	2	No Color	--	--	No Data	30.7	3.4	Increased	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

	English Language Arts Indicator Participation Rate By Group													
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	98%	98%	100%	100%	95%	--	100%	--	98%	--	98%	100%	--	100%
Participation Rate Met 2018	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2019	98%	98%	100%	100%	97%	--	100%	--	98%	--	98%	100%	--	100%
Participation Rate Met 2019	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	--	Yes	Yes	--	Yes

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Equitas Academy 4**  
**Academic Performance - Math**

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

(Math Grades) Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
C	2	7551	Equitas Academy 4	All Students	70	No Color	-31.5	--	No Data	-36.4	1.3	Maintained	Higher	133	Orange	-46.2	-15.0	Declined	-33.5	2.9	Maintained	Lower
				American Indian or Alaska Native	0	--	--	--	--	-73.0	-0.7	Maintained	--	0	--	--	--	--	-69.6	2.8	Maintained	--
				Asian	2	No Color	--	--	No Data	56.7	2.4	Maintained	--	2	No Color	--	--	No Data	59.8	3.9	Increased	--
				Black or African American	1	No Color	--	--	No Data	-91.5	0.2	Maintained	--	3	No Color	--	--	No Data	-87.9	2.8	Maintained	--
				English Learner	34	No Color	-62.8	--	No Data	-69.9	1.5	Maintained	Higher	55	Orange	-87.1	-22.8	Declined Significantly	-68.6	2.2	Maintained	Lower
				Filipino	0	--	--	--	--	13.1	2.8	Maintained	--	0	--	--	--	--	18.0	5.6	Increased	--
				Foster Youth	1	No Color	--	--	No Data	-114.0	-0.5	Maintained	--	2	No Color	--	--	No Data	-107.2	5.1	Increased	--
				Homeless	0	--	--	--	--	-81.0	1.5	Maintained	--	0	--	--	--	--	-77.7	2.9	Maintained	--
				Latino	66	No Color	-37.1	--	No Data	-65.8	1.7	Maintained	Higher	126	Orange	-50.5	-14.0	Declined	-62.2	3.4	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-52.0	-0.7	Maintained	--	0	--	--	--	--	-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	68	No Color	-36.9	--	No Data	-67.4	2.3	Maintained	Higher	126	Orange	-48.9	-12.5	Declined	-63.7	3.4	Increased	Higher
				Students with Disabilities	7	No Color	--	--	No Data	-125.3	0.8	Maintained	--	20	No Color	-133.8	--	No Data	-119.4	6.6	Increased	--
				Two or More Races	0	--	--	--	--	1.9	1.9	Maintained	--	0	--	--	--	--	2.5	0.9	Maintained	--
				White	1	No Color	--	--	No Data	-1.0	0.6	Maintained	--	2	No Color	--	--	No Data	1.4	2.7	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

	Mathematics Indicator Participation Rate By Group													
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Island	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	99%	99%	100%	100%	98%	--	100%	--	99%	--	99%	100%	--	100%
Participation Rate Met 2018	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2019	99%	99%	100%	100%	99%	--	100%	--	99%	--	99%	100%	--	100%
Participation Rate Met 2019	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	--	Yes	Yes	--	Yes

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

### Equitas Academy 4 English Learner Progress Indicator

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported.

**Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

English Learner Progress Indicator - CA School Dashboard Indicator																
LD	BD	Loc Code	School	Subgroup	2018 School				2018 State		2019 School				2019 State	
					Number of English Learner Students	2018 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
C	2	7551	Equitas Academy 4	English Learner	--						25	No Color	68.0%	Very High	48.3	Medium

**Note: LEAs and schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a "Low" Status, unless they have a "Very Low" Status. Number of English Learners: '0 to 10'=Fewer than 11 EL students have an overall PL on ELPAC SA in both prior and current years (Status rate and level are suppressed) '11 to 29'=Number of EL students with overall PL on ELPAC SA in both prior and current years is 11 thru 29 (Status rate and level are reported but are not used for accountability) '30 and Up'=At least 30 EL students have an overall PL on ELPAC SA in both prior and current years (status rate and level are reported and will be used for accountability)**

	ELPAC Participation Rate
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	100%
Participation Rate Met 2019	Yes

#### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2018 Student English Language Acquisition Results			
Equitas Academy 4			State
Level 4 - Well Developed	#VALUE!		30.6%
Level 3 - Moderately Developed	#VALUE!		34.6%
Level 2 - Somewhat Developed	#VALUE!		20.2%
Level 1 - Beginning Stage	#VALUE!		14.6%

2019 Student English Language Acquisition Results		
Equitas Academy 4		State
ELs Who Progressed at Least One ELPI Level	60.0%	42.9%
ELs Who Maintained ELPI Level 4	8.0%	5.3%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	16.0%	31.5%
ELs Who Decreased at Least One ELPI Level	16.0%	20.1%

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>



**Equitas Academy 4  
Chronic Absenteeism**

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available.

**Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

Chronic Absenteeism - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	Change	Change Level	State 2018 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level	State 2019 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison
C	2	7551	Equitas Academy 4	All Students	83	No Color	4.8%	0.0%	No Data	9.0%	0.3%	Maintained	Lower	148	Orange	14.2%	9.4%	Increased	10.1%	1.1%	Increased	Higher
				American Indian or Alaska Native	0	No Color	0.0%	0.0%	No Data	17.8%	-0.3%	Maintained	--	0	No Color	0.0%	0.0%	No Data	18.9%	1.2%	Increased	--
				Asian	2	No Color	0.0%	0.0%	No Data	3.2%	0.3%	Maintained	--	3	No Color	0.0%	0.0%	No Data	3.7%	0.5%	Increased	--
				Black or African American	1	No Color	0.0%	0.0%	No Data	17.9%	1.0%	Increased	--	5	No Color	0.0%	0.0%	No Data	20.6%	2.7%	Increased	--
				English Learner	19	No Color	0.0%	0.0%	No Data	8.6%	0.6%	Increased	--	28	No Color	10.7%	10.7%	Increased	9.9%	1.4%	Increased	--
				Filipino	0	No Color	0.0%	0.0%	No Data	4.3%	0.2%	Maintained	--	0	No Color	0.0%	0.0%	No Data	5.2%	0.9%	Increased	--
				Foster Youth	1	No Color	0.0%	0.0%	No Data	18.5%	0.0%	Maintained	--	2	No Color	0.0%	0.0%	No Data	20.1%	1.6%	Increased	--
				Homeless	0	No Color	0.0%	0.0%	No Data	19.4%	1.2%	Increased	--	0	No Color	0.0%	0.0%	No Data	21.1%	1.7%	Increased	--
				Latino	78	No Color	5.1%	0.0%	No Data	9.7%	0.4%	Maintained	Lower	138	Orange	13.0%	7.9%	Increased	11.0%	1.4%	Increased	Higher
				Native Hawaiian or Pacific Islander	0	No Color	0.0%	0.0%	No Data	16.1%	2.0%	Increased	--	0	No Color	0.0%	0.0%	No Data	18.8%	2.8%	Increased	--
				Socioeconomically Disadvantaged	81	No Color	4.9%	0.0%	No Data	11.4%	0.4%	Maintained	Lower	141	Orange	14.9%	10.0%	Increased	12.9%	1.5%	Increased	Higher
				Students with Disabilities	9	No Color	0.0%	0.0%	No Data	15.1%	0.4%	Maintained	--	22	No Color	13.6%	0.0%	No Data	16.3%	1.2%	Increased	--
				Two or More Races	1	No Color	0.0%	0.0%	No Data	9.3%	-0.2%	Maintained	--	0	No Color	0.0%	0.0%	No Data	9.8%	0.5%	Increased	--
				White	1	No Color	0.0%	0.0%	No Data	7.7%	0.0%	Maintained	--	2	No Color	0.0%	0.0%	No Data	8.1%	0.3%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Equitas Academy 4  
Suspension Rate Indicator**

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	State 2018 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Change	Change Level	State 2019 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison
C	2	7551	Equitas Academy 4	All Students	86	No Color	0.0%	--	No Data	Yellow	3.5%	-0.1%	Maintained	Lower	152	Blue	0.0%	0.0%	Maintained	Yellow	3.4%	-0.1%	Maintained	Lower
				American Indian or Alaska Native	0	--	--	--	--	Yellow	7.2%	0.3%	Declined	--	0	--	--	--	--	Orange	7.2%	0.1%	Maintained	--
				Asian	2	No Color	--	--	No Data	Blue	1.0%	0.0%	Maintained	--	3	No Color	--	--	No Data	Blue	1.0%	-0.1%	Maintained	--
				Black or African American	1	No Color	--	--	No Data	Orange	9.4%	0.4%	Declined	--	5	No Color	--	--	No Data	Orange	8.8%	0.6%	Declined	--
				English Learner	20	No Color	0.0%	--	No Data	Yellow	3.0%	-0.1%	Maintained	--	28	No Color	0.0%	0.0%	Maintained	Yellow	3.1%	0.1%	Maintained	--
				Filipino	0	--	--	--	--	Green	1.3%	-0.1%	Maintained	--	0	--	--	--	--	Green	1.3%	0.0%	Maintained	--
				Foster Youth	1	No Color	--	--	No Data	Red	15.2%	0.1%	Maintained	--	2	No Color	--	--	No Data	Orange	14.6%	0.6%	Declined	--
				Homeless	0	--	--	--	--	Orange	5.6%	-0.1%	Maintained	--	0	--	--	--	--	Orange	6.2%	0.5%	Increased	--
				Latino	81	No Color	0.0%	--	No Data	Yellow	3.6%	-0.1%	Maintained	Lower	142	Blue	0.0%	0.0%	Maintained	Yellow	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	4.7%	0.3%	Declined	--	0	--	--	--	--	Yellow	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	84	No Color	0.0%	--	No Data	Yellow	4.4%	-0.2%	Maintained	Lower	143	Blue	0.0%	0.0%	Maintained	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	9	No Color	--	--	No Data	Yellow	6.8%	0.3%	Declined	--	22	No Color	0.0%	--	No Data	Yellow	6.2%	0.6%	Declined	--
				Two or More Races	1	No Color	--	--	No Data	Yellow	3.4%	0.0%	Maintained	--	0	--	--	--	--	Yellow	3.3%	-0.1%	Maintained	--
				White	1	No Color	--	--	No Data	Yellow	3.0%	-0.1%	Maintained	--	2	No Color	--	--	No Data	Yellow	2.9%	-0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Equitas Academy 4  
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

**2019-20 Enrollment by Ethnicity and Subgroup**

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
C	2	7551	Equitas Academy 4	152	89.5%	0.0%	0.0%	0.7%	3.3%	20.4%	1.3%	2.0%	0.0%	94.1%	0.0%	0.0%	0.0%	92.8%	0.0%	0.0%	0.7%
Statewide				6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified				596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

**2018-19 Enrollment by Ethnicity and Subgroup**

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
C	2	7551	Equitas Academy 4	144	91.7%	0.0%	0.0%	1.4%	2.1%	18.8%	0.0%	1.4%	0.0%	95.1%	0.0%	0.0%	0.0%	93.1%	13.9%	0.0%	1.4%
Statewide				6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp>

**Equitas Academy 4  
RECLASSIFICATION RATES**

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

**Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEF Comparison
C	2	7551	Equitas Academy 4	2018-19	17-18 EL #	17	1,271,150	Higher
					18-19 Reclass #	9	175,746	
					18-19 Reclass Rate	52.9	13.8	
				2019-20	18-19 EL #	27	1,195,988	Higher
					19-20 Reclass #	5	164,653	
					19-20 Reclass Rate	18.5	13.8	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp>

**Equitas Academy 4**  
**"At-Risk" and Long-Term English Learners (LTEL)**

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	English Learners	2018-19				2019-20			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
C	2	7551	Equitas Academy 4	EL 0-3 Years	1	1.0%	607,888	26.1%	2	1.9%	576,805	25.3%
				At-Risk 4-5 Years	9	8.8%	220,738	9.5%	3	2.8%	130,783	5.7%
				LTEL 6+ Years	16	15.7%	342,983	14.7%	13	12.3%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	1	1.0%	24,379	1.0%	13	12.3%	236,394	10.4%
				EL total	27	26.5%	1,195,988	51.4%	31	29.2%	1,148,024	50.3%
				RFEP	75	73.5%	1,131,988	48.6%	75	70.8%	1,133,977	49.7%
				Total (Ever)	102	100.0%	2,327,080	100.0%	106	100.0%	2,282,001	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filestel.asp>

**Equitas Academy 4  
Students with Disabilities Report**

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. **Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2019-20 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

**2019-20 Enrollment by Disability**

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
C	2	7551	Equitas Academy 4	152	0	0.0%	--	--	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Statewide</b>				<b>6,163,001</b>	<b>721,198</b>	<b>11.7%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Los Angeles Unified</b>				<b>607,723</b>	<b>84,730</b>	<b>13.9%</b>	<b>69.1%</b>	<b>31.0%</b>	<b>16,067</b>	<b>15</b>	<b>336</b>	<b>1,569</b>	<b>5</b>	<b>1,431</b>	<b>4,271</b>	<b>10,828</b>	<b>1,970</b>	<b>35,116</b>	<b>12,579</b>	<b>102</b>	<b>418</b>

**2018-19 Enrollment by Disability**

LD	BD	Loc Code	School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
C	2	7551	Equitas Academy 4	144	20	13.9%	85.0%	15.0%	2	0	0	0	0	0	1	6	0	9	2	0	0
<b>Statewide</b>				<b>6,186,278</b>	<b>725,412</b>	<b>11.7%</b>	<b>73.4%</b>	<b>26.6%</b>	<b>101,348</b>	<b>11</b>	<b>2,610</b>	<b>24,767</b>	<b>0</b>	<b>8,197</b>	<b>36,245</b>	<b>99,480</b>	<b>8,007</b>	<b>298,868</b>	<b>130,441</b>	<b>1,395</b>	<b>2,953</b>
<b>Los Angeles Unified</b>				<b>607,723</b>	<b>79,187</b>	<b>13.0%</b>	<b>69.1%</b>	<b>30.9%</b>	<b>15,224</b>	<b>4</b>	<b>286</b>	<b>1,511</b>	<b>4</b>	<b>1,069</b>	<b>4,154</b>	<b>9,951</b>	<b>1,712</b>	<b>32,950</b>	<b>8,756</b>	<b>93</b>	<b>330</b>

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

**Equitas Academy 4  
2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA**

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. *Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.*

English Language Arts/Literacy													
LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				School change from 2018-19
					School		State		School		State		
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
C	2	7551	Equitas Academy 4	All Students	76	57.90%	3,177,420	49.88%	138	52.17%	3,162,910	51.10%	-5.73%
				American Indian or Alaska Native	--		16,100	37.42%	--		15,667	38.41%	
				Asian	*		294,323	76.41%	0		294,155	77.05%	
				Black or African American	*		170,923	32.27%	5		167,470	33.19%	
				English Learner	16		530,808	12.62%	27		511,094	12.81%	
				Filipino	--		71,470	71.20%	--		69,420	71.57%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		113,303	32.86%	
				Latino	70	57.14%	1,740,220	39.16%	128	50.78%	1,742,382	40.81%	-6.36%
				Native Hawaiian or Pacific Islander	--		14,918	43.16%	--		14,469	43.64%	
				Socioeconomically Disadvantaged	70	57.14%	1,951,520	37.69%	131	51.91%	1,928,948	39.19%	-5.23%
				Students with Disabilities	*		354,484	14.98%	19		365,765	16.35%	
				Two or More Races	--		117,713	64.75%	--		124,922	65.74%	
				White	*		728,987	64.85%	0		713,484	65.64%	

Mathematics													
LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				Change from 2018-19
					School		State		School		State		
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
C	2	7551	Equitas Academy 4	All Students	77	36.36%	3,184,720	38.65%	140	36.43%	3,170,971	39.73%	0.07%
				American Indian or Alaska Native	--		16,082	25.68%	--		15,629	26.58%	
				Asian	*		297,422	73.54%	*		296,878	74.37%	
				Black or African American	*		170,417	19.74%	5		166,870	20.55%	
				English Learner	17		541,399	12.57%	27		523,959	12.58%	
				Filipino	--		71,722	58.45%	--		69,665	59.52%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		114,801	22.69%	
				Latino	71	35.21%	1,744,154	26.65%	130	35.38%	1,748,298	28.05%	0.17%
				Native Hawaiian or Pacific Islander	--		14,925	31.98%	--		14,430	32.60%	
				Socioeconomically Disadvantaged	71	35.21%	1,956,639	26.23%	133	35.34%	1,934,051	27.48%	0.13%
				Students with Disabilities	*		353,174	11.89%	19		364,341	12.61%	
				Two or More Races	--		117,518	54.41%	--		124,685	55.26%	
				White	*		729,186	53.57%	*		713,168	54.23%	

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList?ps=true&lstTestYear=2019&lstTestType=B&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

**Equitas Academy 4**  
**Academic Performance - English Language Arts**

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

(ELA Grades) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
C	2	7551	Equitas Academy 4	All Students	69	No Color	23.5	--	No Data	132	Yellow	-1.0	-25.3	Declined Significantly
<b>Resident Schools</b>														
C	2	8057	Berendo Middle	All Students	738	Orange	-72.9	4.6	Increased	754	Yellow	-64.9	7.4	Increased
C	2	8058	John H. Liechty Middle	All Students	887	Orange	-75.8	11.0	Increased	881	Yellow	-55.8	19.3	Increased Significantly
C	2	8462	Virgil Middle	All Students	1,042	Orange	-31.4	2.3	Maintained	1,085	Orange	-34.7	-3.3	Declined
<b>Resident Schools Median</b>					<b>887</b>	<b>Orange</b>	<b>-72.9</b>	<b>4.6</b>	<b>Increased</b>	<b>881</b>	<b>Yellow</b>	<b>-55.8</b>	<b>7.4</b>	<b>Increased</b>
<b>Los Angeles Unified</b>					<b>226,587</b>	<b>Yellow</b>	<b>-29.2</b>	<b>5.6</b>	<b>Increased</b>	<b>223,502</b>	<b>Yellow</b>	<b>-23.7</b>	<b>5.5</b>	<b>Increased</b>

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>



**Equitas Academy 4  
Academic Performance - Math**

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

(MATH Grades) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
C	2	7551	Equitas Academy 4	All Students	70	No Color	-31.5	--	No Data	133	Orange	-46.2	-15.0	Declined
<b>Resident Schools</b>														
C	2	8057	Berendo Middle	All Students	738	Orange	-113.5	4.1	Increased	752	Red	-120.5	-7.7	Declined
C	2	8058	John H. Liechty Middle	All Students	885	Orange	-119.5	3.8	Increased	884	Orange	-110.1	8.0	Increased
C	2	8462	Virgil Middle	All Students	1,042	Yellow	-57.2	10.1	Increased	1,084	Yellow	-53.8	3.5	Increased
<b>Resident Schools Median</b>					885	Orange	-113.5	4.1	Increased	884	Orange	-110.1	3.5	Increased
<b>Los Angeles Unified</b>					226,587	Yellow	-29.2	5.6	Increased	223,082	Yellow	-54.1	5.2	Increased

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

## Equitas Academy 4 English Learner Progress Indicator

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported. Status Level: 1 = Very Low, 2 = Low, 3 = Medium, 4 = High, 5 = Very High, 0 = No Data. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

English Learner Progress Indicator - CA School Dashboard Indicator												
LD	BD	Loc Code	School	Subgroup	2018 School				2019 School			
					Number of English Learner Students	2018 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
C	2	7551	Equitas Academy 4	English Learner	--				25	Blue	68.0%	Very High
<b>Resident Schools</b>												
C	2	8057	Berendo Middle	English Learner	175				190	Yellow	52.1%	Medium
C	2	8058	John H. Liechty Middle	English Learner	287				275	Orange	40.4%	Low
C	2	8462	Virgil Middle	English Learner	247				255	Yellow	45.9%	Medium
<b>Resident Schools Median</b>					<b>247</b>				<b>255</b>	<b>Yellow</b>	<b>45.9%</b>	<b>Medium</b>
<b>Los Angeles Unified</b>					<b>100,639</b>				<b>68,139</b>	<b>Yellow</b>	<b>45.0%</b>	<b>Medium</b>

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

## Equitas Academy 4 Chronic Absenteeism

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

Chronic Absenteeism - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	Change	Change Level	Number of students enrolled who met criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level
C	2	7551	Equitas Academy 4	All Students	83	No Color	4.8%	0.0%	No Data	148	Orange	14.2%	9.4%	Increased
<b>Resident Schools</b>														
C	2	8057	Berendo Middle	All Students	843	Yellow	9.4%	-0.2%	Maintained	855	Orange	11.5%	2.1%	Increased
C	2	8058	John H. Liechty Middle	All Students	1,019	Orange	10.4%	2.6%	Increased	1,014	Orange	13.2%	2.8%	Increased
C	2	8462	Virgil Middle	All Students	1,180	Orange	10.0%	2.5%	Increased	1,189	Red	14.6%	4.6%	Increased Significantly
<b>Resident Schools Median</b>					<b>1,019</b>	<b>Orange</b>	<b>10.0%</b>	<b>2.5%</b>	<b>Increased</b>	<b>1014</b>	<b>Orange</b>	<b>13.2%</b>	<b>2.8%</b>	<b>Increased</b>
<b>Los Angeles Unified</b>					<b>346,238</b>	<b>Orange</b>	<b>10.3%</b>	<b>-0.1%</b>	<b>Maintained</b>	<b>337,845</b>	<b>Red</b>	<b>18.2%</b>	<b>8.0%</b>	<b>Increased</b>

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

## Equitas Academy 4 Suspension Rate Indicator

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

Suspension Rate Indicator - CA School Dashboard Indicator														
					2018					2019				
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
C	2	7551	Equitas Academy 4	All Students	86	No Color	0.0%	--	No Data	152	Blue	0.0%	0.0%	Declined Significantly
<b>Resident Schools</b>														
C	2	8057	Berendo Middle	All Students	862	Green	0.7%	-0.5%	Declined	877	Green	0.7%	0.0%	Declined
C	2	8058	John H. Liechty Middle	All Students	1,053	Green	2.8%	-0.7%	Declined	1,034	Blue	0.1%	-2.8%	Declined Significantly
C	2	8462	Virgil Middle	All Students	1,210	Blue	0.3%	-0.6%	Declined	1,222	Yellow	0.8%	0.5%	Declined
<b>Resident Schools Median</b>					<b>1,053</b>	<b>Green</b>	<b>0.7%</b>	<b>-0.6%</b>	<b>Declined</b>	<b>1034</b>	<b>Green</b>	<b>0.7%</b>	<b>0.0%</b>	<b>Declined</b>
<b>Los Angeles Unified</b>					<b>488,944</b>	<b>Blue</b>	<b>0.5%</b>	<b>-0.1%</b>	<b>Maintained</b>	<b>475,140</b>	<b>Blue</b>	<b>0.4%</b>	<b>-0.1%</b>	<b>Maintained</b>

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Equitas Academy 4  
2019-20 Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
C	2	7551	Equitas Academy 4	152	89.5%	0.0%	0.0%	0.7%	3.3%	20.4%	1.3%	2.0%	0.0%	94.1%	0.0%	0.0%	0.0%	92.8%	0.0%	0.0%	0.7%
Resident Schools																					
C	2	8057	Berendo Middle	768	95.6%	7.0%	0.1%	1.2%	3.0%	31.5%	0.0%	0.3%	1.3%	94.5%	0.0%	0.0%	0.0%	96.5%	13.3%	0.0%	1.2%
C	2	8058	John H. Liechty Middle	973	99.3%	7.2%	0.1%	0.3%	1.7%	35.6%	0.1%	0.7%	1.8%	96.5%	0.1%	0.0%	0.1%	99.4%	14.5%	0.3%	0.8%
C	2	8462	Virgil Middle	1,173	95.0%	14.9%	0.0%	7.7%	2.4%	25.4%	4.8%	0.3%	0.8%	82.1%	0.0%	0.3%	0.3%	95.4%	15.1%	0.7%	1.8%
<b>Resident Schools Median</b>				<b>973</b>	<b>95.6%</b>	<b>7.2%</b>	<b>0.1%</b>	<b>1.2%</b>	<b>2.4%</b>	<b>31.5%</b>	<b>0.1%</b>	<b>0.3%</b>	<b>1.3%</b>	<b>94.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>96.5%</b>	<b>14.5%</b>	<b>0.3%</b>	<b>1.2%</b>
<b>Los Angeles Unified</b>				<b>596,937</b>	<b>80.3%</b>	<b>10.7%</b>	<b>0.2%</b>	<b>3.6%</b>	<b>7.7%</b>	<b>20.0%</b>	<b>1.9%</b>	<b>0.7%</b>	<b>1.3%</b>	<b>74.1%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.4%</b>	<b>81.5%</b>	<b>11.4%</b>	<b>1.6%</b>	<b>10.3%</b>

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

## Equitas Academy 4 RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate
C	2	7551	Equitas Academy 4	17	9	52.9	27	5	18.5
Resident Schools									
C	2	8057	Berendo Middle	205	58	28.3	215	22	10.2
C	2	8058	John H. Liechty Middle	316	46	14.6	296	46	15.5
C	2	8462	Virgil Middle	282	62	22	280	48	17.1
<b>Resident Schools Median</b>				<b>282</b>	<b>58</b>	<b>22</b>	<b>280</b>	<b>46</b>	<b>15.5</b>
<b>Los Angeles Unified</b>				<b>143,196</b>	<b>32,647</b>	<b>22.8</b>	<b>123,579</b>	<b>19,510</b>	<b>15.8</b>

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp>

**Equitas Academy 4**

**2019-20 "At-Risk" and Long-Term English Learners (LTEL)**

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	English Learners								EL Total	EL Percent	RFEP	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent					
C	2	7551	Equitas Academy 4	2	1.9%	3	2.8%	13	12.3%	13	12.3%	31	29.2%	75	70.8%	106
<b>Resident Schools</b>																
C	2	8057	Berendo Middle	80	12.8%	15	2.4%	90	14.4%	57	9.1%	242	38.7%	384	61.3%	626
C	2	8058	John H. Liechty Middle	103	11.8%	19	2.2%	132	15.2%	92	10.6%	346	39.8%	524	60.2%	870
C	2	8462	Virgil Middle	80	9.4%	10	1.2%	147	17.2%	61	7.2%	298	34.9%	555	65.1%	853
<b>Resident Schools Median</b>				<b>80</b>	<b>11.8%</b>	<b>15</b>	<b>2.2%</b>	<b>132</b>	<b>15.2%</b>	<b>61</b>	<b>9.1%</b>	<b>298</b>	<b>38.7%</b>	<b>524</b>	<b>61.3%</b>	<b>853</b>
<b>Los Angeles Unified</b>				<b>70,004</b>	<b>24.3%</b>	<b>15,980</b>	<b>5.5%</b>	<b>18,011</b>	<b>6.2%</b>	<b>15,631</b>	<b>5.4%</b>	<b>119,626</b>	<b>41.5%</b>	<b>168,945</b>	<b>58.5%</b>	<b>288,571</b>

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesitel.asp>

**Equitas Academy 4**  
**Students with Disabilities Report**

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2019-20 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
C	2	7551	Equitas Academy 4	152	0	0.0%	--	--	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Resident Schools</b>																					
C	2	8057	Berendo Middle	768	102	13.3%	77.5%	22.5%	7	0	0	2	0	3	8	9	2	64	6	0	1
C	2	8058	John H. Liechty Middle	973	141	14.5%	55.3%	44.7%	40	0	0	2	0	3	11	13	7	61	4	0	0
C	2	8462	Virgil Middle	1,173	177	15.1%	61.6%	38.4%	49	0	0	4	0	3	10	20	1	86	3	0	1
<b>Resident Schools Median</b>				<b>973</b>	<b>141</b>	<b>14.5%</b>	<b>61.6%</b>	<b>38.4%</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>10</b>	<b>13</b>	<b>2</b>	<b>64</b>	<b>4</b>	<b>0</b>	<b>1</b>
<b>Los Angeles Unified</b>				<b>607,723</b>	<b>84,730</b>	<b>13.9%</b>	<b>69.1%</b>	<b>31.0%</b>	<b>16,067</b>	<b>15</b>	<b>336</b>	<b>1,569</b>	<b>5</b>	<b>1,431</b>	<b>4,271</b>	<b>10,828</b>	<b>1,970</b>	<b>35,116</b>	<b>12,579</b>	<b>102</b>	<b>418</b>

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.



Equitas Academy 4

2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. *Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.*

English Language Arts/Literacy

LD	BD	Loc Code	School	Subgroup	2017-18		2018-19		School change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
C	2	7551	Equitas Academy 4	All Students	76	57.90%	138	52.17%	-5.73%
<b>Resident Schools</b>									
C	2	8057	Berendo Middle	All Students	771	22.44%	775	24.00%	1.56%
C	2	8058	John H. Liechty Middle	All Students	916	21.94%	899	30.37%	8.43%
C	2	8462	Virgil Middle	All Students	1,094	40.59%	1,097	39.02%	-1.57%
<b>Resident Schools Median</b>				<b>All Students</b>	<b>916</b>	<b>22.44%</b>	<b>899</b>	<b>30.37%</b>	<b>7.93%</b>
<b>Los Angeles Unified</b>				<b>All Students</b>	<b>225,279</b>	<b>42.31%</b>	<b>248,161</b>	<b>44.11%</b>	<b>1.80%</b>

Mathematics

LD	BD	Loc Code	School	Subgroup	2017-18		2018-19		Change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
C	2	7551	Equitas Academy 4	All Students	77	36.36%	140	36.43%	0.07%
<b>Resident Schools</b>									
C	2	8057	Berendo Middle	All Students	794	10.45%	807	10.78%	0.33%
C	2	8058	John H. Liechty Middle	All Students	928	13.47%	944	15.58%	2.11%
C	2	8462	Virgil Middle	All Students	1,114	32.76%	1,133	35.22%	2.46%
<b>Resident Schools Median</b>				<b>All Students</b>	<b>928</b>	<b>13.47%</b>	<b>944</b>	<b>15.58%</b>	<b>2.11%</b>
<b>Los Angeles Unified</b>				<b>All Students</b>	<b>256,285</b>	<b>31.62%</b>	<b>249,763</b>	<b>33.47%</b>	<b>1.85%</b>

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList?ps=true&lstTestYear=2019&lstTestType=B&lstCounty=00&lstDistrict=00000&lstSchool=000000>

AB 1505 Renewal Criteria Analysis - "High Performing" or "Low Performing" School

KEY	
<b>Color</b>	<b>CA Dashboard Indicator rating.</b> For student groups, colors represent numerically significant subgroups [i.e. 30 or more, (15+ for Foster Youth and Homeless students)]. ELPI use status level as a proxy for color on the 2019 Dashboard.
<b>NPC</b>	<b>No Performance Color</b> when student groups are not numerically significant.
--	0
<b>Missing Data</b>	<b>CALPADS error; Test Irregularities; or No CDE data</b>
<b>N/A</b>	<b>Not Applicable</b> (e.g., elementary school not needing to have CCI data or Graduation Rate data)

CRITERIA TO QUALIFY AS "**HIGH PERFORMING**" (HP) or "**LOW PERFORMING**" (LP)

**HP1a [LP1a]** - Does the charter school have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding renewal?

That is, a charter school must have been assigned a color (performance level) for at least two of the four measurements of academic performance (ELA, Math, EL Progress, College/Career) in each of the two years preceding renewal. **YES – NO**

Equitas Academy 4				
Years	ELA	Math	EL Progress Indicator *	College / Career
				Indicator
2018	NPC	NPC	NPC	N/A
2019	3	2	NPC	N/A

1. If "**YES**" - proceed to **HP1b [LP1b]** below.
2. If "**No**" - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

**HP1b [LP1b]** - Did the charter school receive the *two highest [LP1b – two lowest]* performance levels schoolwide on *all* state indicators included on the California Dashboard (all **blue** and/or **green**) [LP1b – all **red** and/or **orange**] for which it receives performance levels in each of the two consecutive years immediately preceding renewal? **YES – NO**

Equitas Academy 4							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	NPC	NPC	NPC	N/A	NPC	N/A	NPC
2019	3	2	NPC	N/A	2	N/A	5

1.  If "**YES**" to **HP1b (two highest performance levels)** - the school is "High Performing" and may be recommended for a 7-year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.
2.  If "**YES**" to **LP1b (two lowest performance levels)** - the school is "Low Performing" and may be recommended for a 0 or 2 - year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

However, **MAY RENEW ONLY** upon making both of the following written factual findings:

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school;  
**AND**
  - 2) There is clear and convincing evidence, demonstrated by verified data, showing either:
    - a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school;  
**OR**
    - b. Strong postsecondary outcomes equal to similar peers.
  3.  If “NO” - then proceed to HP2a [LP2a] below
    - a. If the charter school receives a combination of performance colors (red, orange, yellow, green, and blue) proceed to HP2a [LP2a] below.
- \* **HP1b** -
- \* **LP1b** -

**HP2a [LP2a]** - Does the charter school have performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal? **YES – NO**

Indicator	Number of Subgroups	Subgroups
ELA 2018	0	
ELA 2019	3	Latino; English Learners; Socioeconomically Disadvantaged
Math 2018	0	
Math 2019	3	Latino; English Learners; Socioeconomically Disadvantaged
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	N/A	N/A
College/Career 2019	N/A	N/A

1.  If “YES” – proceed to HP2b [LP2b] below.
2.  If “No” – A charter school without performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal cannot be considered within the “High Performing” or “Low Performing” renewal criteria. Proceed to the “Middle Performing” analysis.

\*

**HP2b [LP2b]** - Did the charter school receive performance levels schoolwide (all students) that are the *same or higher* [LP2b – *same or lower*] than the state average for all four measurements of academic performance? **YES – NO**

Indicator	Equitas Academy 4		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	NPC	23.5	2	-6.0	Higher
ELA 2019	3	-1.0	4	-2.5	Higher
Math 2018	NPC	-31.5	2	-36.4	Higher
Math 2019	2	-46.2	2	-33.5	Lower
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	NPC	68.0%	3	48.3%	Higher
College/Career 2018	N/A	N/A	3	42.2%	N/A
College/Career 2019	N/A	N/A	3	44.1%	N/A

1.  If **“YES”** to **HP2b (received performance levels schoolwide that are the same or higher than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607 (c)(2)(A)(ii). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607 (c)(2)(A)(ii). Move on to **HP2c**.

2.  If **“YES”** to **LP2c (received performance levels schoolwide that are the same or lower than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607.2 (a)(1)(B). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607.2 (a)(1)(B). Move on to **LP2c**.

3.  If **“No”** – If all of the performance levels schoolwide are the “Same” or a combination of “Higher” and “Lower” proceed to the “Middle Performing” analysis.  
 . **HP2b** -

. **LP2b** -

**HP2c [LP2c]** - For the state subgroups that are performing below the state average in each of the four measurements of academic performance in each respective year, did the majority of the school's subgroups receive performance levels that are higher [lower] than the state average? **YES – NO**

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	69	NPC	23.5	2	-6.0		132	3	-1.0	4	-2.5	Higher
English Learner	33	NPC	-23.5	3	-47.1		54	2	-47.3	3	-45.1	Lower
Foster Youth	1	NPC	--	1	-79.2		2	NPC	--	2	-71.9	
Homeless	--	--	--	3	-51.0		--	--	--	3	-46.7	
Socioeconomically Disadvantaged	67	NPC	18.3	3	-34.7		125	3	-3.1	3	-30.1	Higher
Students with Disabilities	7	NPC	--	1	-95.5		20	NPC	-93.4	2	-88.1	
African American	1	NPC	--	2	-51.8		3	NPC	--	3	-47.6	

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
American Indian or Alaska Native	--	--	--	2	-36.8		--	--	--	2	-34.1	
Asian	2	NPC	--	5	62.4		2	NPC	--	5	64.8	
Filipino	--	--	--	4	44.0		--	--	--	5	46.7	
Latino	65	NPC	17.5	3	-31.3		125	2	-5.3	3	-26.6	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3		--	--	--	2	-19.5	
White	1	NPC	--	4	27.7		2	NPC	--	4	30.7	
Two or More Races	--	--	--	4	28.6		--	--	--	4	30.3	

MATH												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	70	NPC	-31.5	2	-36.4		133	2	-46.2	2	-33.5	Lower
English Learner	34	NPC	-62.8	2	-69.9		55	2	-87.1	2	-68.6	Lower
Foster Youth	1	NPC	--	1	-114.0		2	NPC	--	2	-107.2	
Homeless	--	--	--	2	-81.0		--	--	--	2	-77.7	
Socioeconomically Disadvantaged	68	NPC	-36.9	2	-67.4		126	2	-48.9	3	-63.7	Higher
Students with Disabilities	7	NPC	--	1	-125.3		20	NPC	-133.8	2	-119.4	
African American	1	NPC	--	2	-91.5		3	NPC	--	2	-87.9	
American Indian or Alaska Native	--	--	--	2	-73.0		--	--	--	2	-69.6	
Asian	2	NPC	--	5	56.7		2	NPC	--	5	59.8	
Filipino	--	--	--	4	13.1		--	--	--	4	18.0	
Latino	66	NPC	-37.1	2	-65.8		126	2	-50.5	3	-62.2	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0		--	--	--	2	-49.8	
White	1	NPC	--	3	-1.0		2	NPC	--	4	1.4	
Two or More Races	--	--	--	4	1.9		--	--	--	4	2.5	

EL Progress Indicator * (ELPI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Status Level	Status	Status Level	Status	
English Learner	0	N/A	N/A	NPC	N/A		25	NPC	68.0%	3	48.3%	Higher

College / Career Indicator (CCI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	3	42.2%		--	--	--	3	44.1%	
English Learner	--	--	--	2	14.5%		--	--	--	3	16.8%	
Foster Youth	--	--	--	2	10.4%		--	--	--	3	13.3%	
Homeless	--	--	--	2	24.3%		--	--	--	2	25.9%	
Socioeconomically Disadvantaged	--	--	--	2	33.7%		--	--	--	4	35.8%	
Students with Disabilities	--	--	--	1	9.2%		--	--	--	2	10.8%	
African American	--	--	--	2	21.2%		--	--	--	3	23.7%	
American Indian or Alaska Native	--	--	--	2	25.2%		--	--	--	2	25.9%	
Asian	--	--	--	5	74.1%		--	--	--	5	74.0%	
Filipino	--	--	--	4	62.7%		--	--	--	4	64.5%	
Latino	--	--	--	2	33.8%		--	--	--	4	36.1%	
Native Hawaiian or Pacific Islander	--	--	--	2	31.7%		--	--	--	2	33.5%	
White	--	--	--	3	52.2%		--	--	--	3	53.8%	
Two or More Races	--	--	--	3	48.6%		--	--	--	3	49.7%	

\* A charter school is considered high performing and eligible for presumptive renewal if all state indicators have blue/green colors and the ELPI has a "High" or "Very High" Status with 30 or more students in the 2019 Dashboard. A charter school is considered low performing and eligible for presumptive non-renewal if all state indicators have red/orange and the ELPI has a "Low" or "Very Low" Status with 30 or more students in the 2019 Dashboard.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>