



## Board of Education Report

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**File #:** Rep-093-24/25, **Version:** 1

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**Approval of the Renewal Petition for Equitas Academy 2 [PUBLIC HEARING]  
November 19, 2024  
Charter Schools Division**

**Action Proposed:**

Approve the renewal petition for Equitas Academy 2 (“Charter School”), with benchmarks in the area of fiscal operations, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 400 students in grades 5-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

**Background:**

Equitas Academy 2 is a 5-8 school currently serving 437 students on a private facility in Pico-Union at 2723 W 8<sup>th</sup> St., Los Angeles, CA, 90005 in Board District 5 and Region West. Equitas Academy 2 was originally approved by the LAUSD Board of Education on January 10, 2012. On September 20, 2016, the charter school was renewed for a five-year term to serve 400 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 2 expires June 30, 2025.

On August 21, 2024, Equitas Academy 2 submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 2024.

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 2 governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. 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.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

**Criterion 1:** The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

**Criterion 2:** The Board is required to consider the charter school’s performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - “high,” “middle,” or “low.” The three-tier classification considers a charter school’s performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

**Criterion 3:** Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school’s enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607 (e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

**Expected Outcomes:**

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School’s 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 charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.

“No” - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 093, 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:**

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

**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(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5). Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from 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 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 Director, Charter Operated Programs. 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 option, 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 Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (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 LAUSD Policy and Procedures for Charter Schools, “[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship 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.3). Based on a comprehensive review and assessment of Charter School’s renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

**Equity Impact:**

Not applicable

**Issues and Analysis:**

If all applicable 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 as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Equitas Academy 2 Data Set

Attachment C - Verified Data Reports

Attachment D - Equitas Academy 2 RSM Data

Attachment E - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:

[≤https://drive.google.com/drive/folders/1xuITw69s6G4KU6tvXis-pk1oA1deloHi?usp=drive\\_link>](https://drive.google.com/drive/folders/1xuITw69s6G4KU6tvXis-pk1oA1deloHi?usp=drive_link)

**Informatives:**

Not applicable

**Submitted:**

10/22/24

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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ALBERTO M. CARVALHO  
Superintendent

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VERONICA ARREGUIN  
Chief Strategy Officer  
Office of the Chief Strategy Officer

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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DEVORA NAVERA REED  
General Counsel

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JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

\_\_\_ Approved as to form.

**REVIEWED BY:**

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NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

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

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

Board of Education Report 093-24/25  
November 19, 2024

School Name:	<b>Equitas Academy 2</b>			<b>BOARD IS REQUIRED TO TAKE ACTION BY:</b>  <b>November 19, 2024</b>
Type of Charter School:	<b>Start-Up Independent Charter School</b>			
Charter Operator	<b>Equitas Academy Charter School, Inc.</b>			
Location Code:	<b>5190</b>			
Type of Site(s):	<b>Private</b>			
Site Address(es):	<b>2723 W 8<sup>th</sup> St., Los Angeles, CA 90005</b>			
Board District(s):	<b>5</b>	Region(s):	<b>West</b>	
Grade Levels Served:	<b>5-8</b>	Current Enrollment:	<b>437</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 CATEGORY:</b> (PER CDE'S 2024 CLASSIFICATION)	<b>Middle Performing</b>			
<b>STAFF RECOMMENDATION:</b>	<b>Approval with benchmarks for a five (5)-year term (2025-2030)</b>			
<b>PROPOSED BENCHMARKS:</b>	<p>The following fiscal benchmarks are proposed for Equitas Academy 2 for the 2025-2030 charter term:</p> <ol style="list-style-type: none"> <li>1) In each year of the charter term, the school will submit Equitas Academy Charter School, Inc.'s independent audit report reflecting no material internal control weaknesses related to timely and accurate closing its books at year-end.</li> <li>2) On July 1, 2025, the school's governing board must provide a comprehensive update to Equitas Academy Charter School, Inc.'s ("Equitas") financial plan that includes: <ol style="list-style-type: none"> <li>a. Specific actions that include Equitas' five-year balanced budget and cash flow projections (including descriptions of all assumptions), that maintain monthly positive cash balances and indicate consistent improvement toward the reversal of Equitas' negative financial condition by the end of Fiscal Year 2029-2030; and</li> <li>b. Specific plans and actions that indicate reduction of Equitas' and its charter schools' intraorganizational borrowing (e.g., Equitas and its charter schools' intraorganizational loan repayment terms and repayment schedules)</li> </ol> </li> </ol>			

<b>PROPOSED BENCHMARKS (CONT.):</b>	<p>3) Equitas will provide a written report on an annual basis, beginning on January 1, 2026, and continuing through the end of Fiscal Year 2029-2030, regarding Equitas’ progress in successfully executing the five-year budget and loan repayment plans, as referenced in the fiscal benchmarks 2) a and 2) b above.</p> <p>As part of ongoing oversight, the District will review Equitas Academy Charter School, Inc.’s annual independent audit reports, status reports, and any additional relevant information to determine any appropriate actions, including consideration of the school’s progress upon submission of a renewal petition at the end of the term of the charter.</p>
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## STAFF ASSESSMENT

### **I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Equitas Academy 2 (“EQ2” or “Charter School”), with benchmarks in the area of fiscal operations, located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 400 students in grades 5-8 in each year of the charter term.

### **II. RENEWAL REQUIREMENTS**

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

#### **Criteria for Charter School Renewal and Grounds for Nonrenewal**

As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. 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).)

**These criteria have been determined not to be bases for denial.**
- **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 student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

**These criteria have been determined not to be bases for denial.**
- **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).)

**These criteria have been determined not to be bases for denial.**

**Charter Petition Requirement:**

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- 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?  
**This requirement has been determined not to be a basis for denial.**

**III. GENERAL SCHOOL INFORMATION**

**A. School History**

	<b>Equitas Academy 2</b>
<b>Initial Authorization:</b>	On January 10, 2012, Equitas Academy 2 was authorized by the LAUSD Board of Education to serve 300 students in grades 5-8.
<b>Most Recent Renewal</b>	The charter was renewed on September 20, 2016, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 400 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 2 expires June 30, 2025.
<b>Approved Material Revisions of Current Charter:</b>	Not applicable
<b>Board Benchmarks in Current Charter Term:</b>	Not applicable
<b>Submission of Renewal Petition Application:</b>	Equitas Academy 2 submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	Equitas Academy 2 implements its own Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	Equitas Academy 2 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3

**B. Charter School Operator**

Equitas Academy 2 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. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

a. Summary

Equitas Academy 2 has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard; and whether there was clear and convincing verified data 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/or strong postsecondary outcomes, as applicable.

The charter school’s DFS was lower than the state in English Language Arts (ELA) and Math on the California School Dashboard. However, the charter school provided one year of verified data which demonstrated one year’s progress for the majority of grade levels and student groups. A further analysis showed that the charter school’s performance was higher when compared to the performance of Resident Schools Medians (RSM) in 2023 for ELA and Math. Please see the attached Equitas Academy 2 data sets.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 Dashboard Performance Levels (colors) based on two years’ data are provided.

**Equitas Academy 2 Dashboard Indicators**

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Very Low	Medium	Not applicable	Very High	Not applicable	Medium
2022-2023	Yellow	Yellow	Yellow	Not applicable	Red	Not applicable	Green

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state for All Students and lower than the state for all four numerically significant student groups. In 2023 in ELA, the charter school’s DFS was lower than the state for All Students and lower than the state for all four numerically significant student groups.

In order to continue to increase student outcomes in ELA, charter school leaders report the implementation of Professional Learning Communities designed to allocate time for teacher-to-teacher collaboration, sharing of best practices, and cooperative lesson planning. EQ2 leaders also reported the school’s administrative team increased professional growth supports to teachers in the areas of general education and special education co-teaching, alignment between ELA and English

Language Development teaching strategies, and teacher observations and teacher coaching sessions.

### Equitas Academy 2 - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
<b>All Students</b>	<b>Met</b>	<b>Low</b>	<b>-66.2</b>	<b>Low</b>	<b>-12.2</b>	<b>Lower</b>
Latino	Met	Low	-67.1	Low	-38.6	Lower
English Learner	Not Met	Very Low	-117.2	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-69.3	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-146.0	Very Low	-97.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Equitas Academy 2 - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
<b>All Students</b>	<b>Met</b>	<b>Yellow</b>	<b>-46.5</b>	<b>19.7</b>	<b>Orange</b>	<b>-13.6</b>	<b>Lower</b>
Latino	Met	Yellow	-46.6	20.5	Orange	-40.2	Lower
English Learner	Met	Orange	-85.8	31.8	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Yellow	-46.7	22.6	Orange	-42.6	Lower
Students with Disabilities	Met	Orange	-116.4	29.7	Red	-96.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### d. Math Indicator

In 2022 in Math, the charter school's DFS was lower than the state for All Students and lower than the state for all four numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students and lower than the state for all four numerically significant student groups.

In order to continue to increase student outcomes in Math, charter school leaders report contracting a K-8 Math Coach to support professional development, teacher coaching, and curriculum implementation support. EQ2 leaders also reported a daily Math and Reading intervention block for students and the provision of two (2) devices per student for increased access to online curriculum and intervention programs at school and at home. The charter school also added a data-driven Saturday school intervention program with a focus on foundational Math and Reading skills.

### Equitas Academy 2 - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
<b>All Students</b>	<b>Met</b>	<b>Very Low</b>	<b>-98.8</b>	<b>Low</b>	<b>-51.7</b>	<b>Lower</b>

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
Latino	Met	Very Low	-99.1	Low	-83.4	Lower
English Learner	Not Met	Very Low	-140.0	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-101.1	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-165.3	Very Low	-130.8	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Equitas Academy 2 - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
<b>All Students</b>	<b>Met</b>	<b>Yellow</b>	<b>-90.7</b>	<b>8.1</b>	<b>Orange</b>	<b>-49.1</b>	<b>Lower</b>
Latino	Met	Yellow	-90.2	8.9	Orange	-80.8	Lower
English Learner	Met	Orange	-130.4	10.5	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-91.1	10.0	Yellow	-80.8	Lower
Students with Disabilities	Met	Orange	-160.4	4.9	Orange	-127.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level Medium was the same as the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Yellow was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate.

### Equitas Academy 2- English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	50.5%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Equitas Academy 2 - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Yellow	50.5%	0%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was lower than the state for All Students and for all four numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was higher than the state for All Students and for all four numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022, the charter school’s percentage of students suspended at least once was higher than the state for All Students and lower for three out of four numerically significant student groups. In 2023, the charter school’s percentage of students suspended at least once was lower than the state for All Students and for all numerically significant student groups.

j. Dashboard Local Indicators

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

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022 and 2022-2023 have not been published by the state.

l. Additional Information

Equitas Academy 2 was recognized by the California Department of Education (CDE) as a 2024 California Distinguished School.

**V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS**

In accordance with Education Code section 47604.32, the District’s Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Equitas Academy 2 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Proficient</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	<i>Developing</i>
2023-2024	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 and 2023-2024 was a result of the average score of CA School Dashboard indicators. The CSD continues to monitor EQ2's performance in this category as part of the annual oversight.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Accomplished</i>
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Developing</i>
2023-2024	<i>Unsatisfactory</i>
Concerns	The ratings of <i>Developing</i> in 2022-2023 and <i>Unsatisfactory</i> in 2023-2024 were primarily due to audit findings reported in Equitas Academy Charter School, Inc.'s 2021-2022 and 2022-2023 independent audit reports, respectively, and the charter operator's negative financial condition. See further details in the VIII Fiscal Management and Performance section below.

**VI. VERIFIED DATA**

Charter schools satisfying the middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes.

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

**ELA**

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 "Spring (March 2- End of Year)" for All Students and for the following student groups<sup>1</sup>: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an

<sup>1</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g. "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 382 students were assessed in Reading and 400 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” i-Ready’s Median Progress to Typical Growth targets<sup>2</sup> identify schools as having met California Charter School growth expectations, based on Curriculum Associates’ recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth.”

Charter School provided 2023-2024 data for grades 5-8. For the purposes of verified data, as noted above, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates’ published guidance, grade-specific Progress to Annual Typical Growth values are to be used to evaluate one-year’s progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, all four grade levels met one year’s progress based on i-Ready’s Median Progress to Typical Growth targets. Charter School’s submitted data also include data for four student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) and all four student groups demonstrated one year’s progress for all grade levels, with the exception of English Learners in grade 8.

<b>i-Ready Diagnostic Growth Reading 2023-2024</b>				
<b>Student Groups</b>	<b>Number of Students Tested</b>	<b>i-Ready Growth Target</b>	<b>Reading: Progress to Annual Typical Growth (Median)</b>	<b>One Year’s Progress</b>
Overall Grade 5	105	Grades K-5: 75%	119%	Met
English Learner	34	Grades K-5: 75%	124%	Met
Latino	104	Grades K-5: 75%	119%	Met
Socioeconomically Disadvantaged	93	Grades K-5: 75%	119%	Met
Students with Disabilities	11	Grades K-5: 75%	96%	Met
Overall Grade 6	107	Grades 6-8: 45%	117%	Met
English Learner	31	Grades 6-8: 45%	153%	Met
Latino	107	Grades 6-8: 45%	117%	Met
Socioeconomically Disadvantaged	97	Grades 6-8: 45%	117%	Met
Students with Disabilities	21	Grades 6-8: 45%	158%	Met
Overall Grade 7	82	Grades 6-8: 45%	182%	Met
English Learner	25	Grades 6-8: 45%	200%	Met
Latino	81	Grades 6-8: 45%	183%	Met

<sup>2</sup> In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

<b>i-Ready Diagnostic Growth Reading 2023-2024</b>				
<b>Student Groups</b>	<b>Number of Students Tested</b>	<b>i-Ready Growth Target</b>	<b>Reading: Progress to Annual Typical Growth (Median)</b>	<b>One Year's Progress</b>
Socioeconomically Disadvantaged	80	Grades 6-8: 45%	182%	Met
Students with Disabilities	*	Grades 6-8: 45%	*	*
<b>Overall Grade 8</b>	<b>88</b>	<b>Grades 6-8: 45%</b>	<b>153%</b>	<b>Met</b>
English Learner	12	Grades 6-8: 45%	0%	Not Met
Latino	88	Grades 6-8: 45%	153%	Met
Socioeconomically Disadvantaged	81	Grades 6-8: 45%	156%	Met
Students with Disabilities	*	Grades 6-8: 45%	*	*

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

Charter School submitted only one year of i-Ready reports for verified data consideration.

## **MATH**

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 “Spring (March 2- End of Year)” for All Students and for the following student groups<sup>3</sup>: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 385 students were assessed in Math and 400 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” i-Ready’s Median Progress to Typical Growth targets<sup>4</sup> identify schools as having met California Charter School growth expectations, based on Curriculum Associates’ recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth.”

<sup>3</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g. “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

<sup>4</sup> In 2023, Curriculum Associates revised typical growth targets in Math to be 80% in Grades K-5 and 60% in Grades 6-8.

Charter School provided 2023-2024 data for grades 5-8. For the purposes of verified data, as noted above, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values are to be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, three of four grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth targets. Charter School's submitted data also include data for four student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) and all four student groups demonstrated one year's progress, with the exception of English Learners and Latino in grade 5.

<b>i-Ready Diagnostic Growth Math 2023-2024</b>				
<b>Student Groups</b>	<b>Number of Students Tested</b>	<b>i-Ready Growth Target</b>	<b>Math: Progress to Annual Typical Growth (Median)</b>	<b>One Year's Progress</b>
Overall Grade 5	103	Grades K-5: 80%	78%	Not Met
English Learner	34	Grades K-5: 80%	50%	Not Met
Latino	102	Grades K-5: 80%	78%	Not Met
Socioeconomically Disadvantaged	91	Grades K-5: 80%	83%	Met
Students with Disabilities	*	Grades K-5: 80%	*	*
Overall Grade 6	110	Grades 6-8: 60%	125%	Met
English Learner	35	Grades 6-8: 60%	93%	Met
Latino	110	Grades 6-8: 60%	125%	Met
Socioeconomically Disadvantaged	100	Grades 6-8: 60%	121%	Met
Students with Disabilities	21	Grades 6-8: 60%	113%	Met
Overall Grade 7	82	Grades 6-8: 60%	140%	Met
English Learner	26	Grades 6-8: 60%	112%	Met
Latino	79	Grades 6-8: 60%	138%	Met
Socioeconomically Disadvantaged	78	Grades 6-8: 60%	140%	Met
Students with Disabilities	*	Grades 6-8: 60%	*	*

<b>i-Ready Diagnostic Growth Math 2023-2024</b>				
<b>Student Groups</b>	<b>Number of Students Tested</b>	<b>i-Ready Growth Target</b>	<b>Math: Progress to Annual Typical Growth (Median)</b>	<b>One Year's Progress</b>
Overall Grade 8	90	Grades 6-8: 60%	181%	Met
English Learner	12	Grades 6-8: 60%	134%	Met
Latino	90	Grades 6-8: 60%	181%	Met
Socioeconomically Disadvantaged	82	Grades 6-8: 60%	183%	Met
Students with Disabilities	*	Grades 6-8: 60%	*	*

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

Charter School submitted only one year of i-Ready reports for verified data consideration.

Based on the review and consideration of verified data, Equitas Academy 2 included one year of data, including All Students and student group reports (e.g., English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) in both Reading and Math. In 2023-2024, Equitas Academy 2 appears to have met 95 percent participation rate for All Students and for all student groups.

## **VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS**

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided only one year of verified data, staff determined that the school's performance in both ELA and Math requires further review.

Based on the charter school's performance on California School Dashboard in ELA and the submitted verified data by the charter school, Staff conducted a further analysis of ELA and Math in comparison to the Resident Schools Median (RSM).<sup>5</sup> As indicated in the tables below, when comparing the school to the Resident Schools Median, Equitas Academy 2's data indicates that its student performance on California School Dashboard in 2022 was lower than the RSM for All Students and for all numerically significant student groups in ELA. In 2023, EQ2 was higher than the RSM for All Students and for all numerically significant student groups in ELA. In Math, student performance was higher than the RSM for All Students and two out of four numerically significant groups in 2022. In 2023, EQ2 was higher than the RSM for All Students and for all numerically significant student groups in Math.

<sup>5</sup> Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

Equitas Academy 2 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	365	Low	-66.2	4,967	Low	-51.4	Lower
Latino	357	Low	-67.1	4,541	Low	-50.0	Lower
English Learner	120	Very Low	-117.2	2,201	Very Low	-96.8	Lower
Socioeconomically Disadvantaged	346	Low	-69.3	4,849	Low	-51.4	Lower
Students with Disabilities	46	Very Low	-146.0	717	Very Low	-121.3	Lower

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Equitas Academy 2 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	371	Yellow	-46.5	4,707	Orange	-49.0	Higher
Latino	364	Yellow	-46.6	4,269	Orange	-49.9	Higher
English Learner	161	Orange	-85.8	2,072	Red	-97.3	Higher
Socioeconomically Disadvantaged	352	Yellow	-46.7	3,733	Orange	-49.1	Higher
Students with Disabilities	54	Orange	-116.4	698	Red	-126.7	Higher

Data Sources: California School 2023 Dashboard Research data files. 2022-2023 Resident Schools used for comparison.

Equitas Academy 2 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	368	Very Low	-98.8	4,959	Very Low	-102.1	Higher
Latino	360	Very Low	-99.1	4,535	Very Low	-104.1	Higher
English Learner	120	Very Low	-140.0	2,199	Very Low	-134.9	Lower
Socioeconomically Disadvantaged	350	Very Low	-101.1	4,842	Very Low	-104.8	Higher
Students with Disabilities	46	Very Low	-165.3	714	Very Low	-159.6	Lower

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Equitas Academy 2 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	372	Yellow	-90.7	4,700	Red	-107.2	Higher
Latino	365	Yellow	-90.2	4,265	Red	-105.2	Higher
English Learner	161	Orange	-130.4	2,070	Red	-134.4	Higher
Socioeconomically Disadvantaged	353	Yellow	-91.1	3,728	Red	-110.8	Higher
Students with Disabilities	55	Orange	-160.4	695	Red	-164.2	Higher

Data Sources: California School 2023 Dashboard Research data files. 2022-2023 Resident Schools used for comparison.

## VIII. FISCAL MANAGEMENT AND PERFORMANCE

### a. Fiscal Condition

Equitas Academy 2's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$2,959,016	\$3,614,084	\$3,956,158	\$4,276,466	\$4,610,191
Net Income/Loss	\$358,732	\$655,068	\$342,074	\$320,308	\$333,725
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	403	408	394	389	401

The Norm Enrollment reported by Equitas Academy 2 for Fiscal Year 2024-2025 is 437. CSD staff will continue to monitor Charter Schools's enrollment in accordance with established procedures and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

### b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: Yes

Deficiencies/Findings: Yes

Lack of a Going Concern: None Reported

Equitas Academy Charter School, Inc.'s 2022-2023 annual independent audit report identified four (4) audit findings as follows: 1) Repeat Audit Finding: Material weakness in internal controls over the organization's closing process that is required to be in accordance with the Government Auditing Standards; 2) Repeat Audit Finding: Noncompliance with state compliance related to nonclassroom-based instruction/independent study pertaining to Equitas Academy 1, Equitas Academy 2, and Equitas Academy 3. The audit report identified a total of \$591 in estimated questioned costs; 3) Noncompliance with state compliance related to Unduplicated Pupil Counts pertaining to Equitas

Academy 1. The audit report identified a total of \$4,012 in estimated questioned costs; and 4) Noncompliance with state compliance related to Transitional Kindergarten pertaining to Equitas Academy 1 and Equitas Academy 3. The audit report identified a total of \$570,625.50 in estimated questioned costs.

On May 10, 2024, a Notice to Cure was issued regarding the above-noted audit findings with requested actions to be taken by the charter operator. Equitas Academy Charter School, Inc. states that it has implemented specific actions to address the issues noted above, including designating a staff member responsible for monitoring, supervising, interacting, and communicating with its back office services provider and external auditors. Additionally, Equitas Academy Charter School, Inc. has held and will continue to hold more frequent meetings with these stakeholders. The CSD will continue to monitor the organization’s implementation of its corrective action plans as part of its ongoing oversight process. See CSD staff’s proposed fiscal benchmarks above.

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

<b>Equitas Academy Charter School, Inc.</b>					
<b>Source: Independent Audit Report for the Year Ending June 30, 2023</b>					
<b># of Charter Schools</b>		<b><u>Including</u> related parties and charter schools</b>		<b><u>Excluding</u> related parties and charter schools</b>	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
6	6	\$13,812,450	\$596,610	(\$1,445,048)*	\$72,767

\* Equitas explains that the charter operator’s negative financial condition was primarily due to specific events in recent fiscal years. In Fiscal Year 2019-2020, rent expenses, which were intended to offset the purchase cost of the Equitas’ facility at 1612 W. Pico Boulevard, had to be expensed rather than capitalized, based on auditor guidance. In Fiscal Year 2020-2021, anticipated federal grant revenue was written off due to the non-opening of planned schools. Additionally, in Fiscal Year 2021-2022, management fees were waived to support expanding Equitas schools. However, the charter operator has since undertaken restructuring efforts to reduce costs and has requested all its charter schools to contribute to the payment of future management fees, which is expected to improve cash flow. The charter operator believes this will enable it to fully eliminate the net deficit and pay down its intraorganizational payables to its charter schools within the upcoming renewal term. The CSD will continue to monitor the organization’s financial condition as part of its ongoing oversight process. See CSD staff’s proposed fiscal benchmarks above.

ATTACHMENT B

# Equitas Academy #2

## 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, DFS) 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. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison		
W	5	5190	Equitas Academy #2	All Students	365	-66.2	Low	-12.2	Low	Lower	371	Yellow	-46.5	19.7	Increased Significantly	Orange	-13.6	-1.4	Maintained	Lower		
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	--	Orange	-47.9	2	Maintained	--	
				Asian	*	-	No Performance Level	63	Very High	--	*	No Color	--	--	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	120	-117.2	Very Low	-61.2	Low	Lower	161	Orange	-85.8	31.8	Increased Significantly	Orange	-67.7	-6.5	Declined	Lower		
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--		
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--	
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--		
				Latino	357	-67.1	Low	-38.6	Low	Lower	364	Yellow	-46.6	20.5	Increased Significantly	Orange	-40.2	-1.7	Maintained	Lower		
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--		
				Socioeconomically Disadvantaged	346	-69.3	Low	-41.4	Low	Lower	352	Yellow	-46.7	22.6	Increased Significantly	Orange	-42.6	-1.2	Maintained	Lower		
				Students with Disabilities	46	-146.0	Very Low	-97.3	Very Low	Lower	54	Orange	-116.4	29.7	Increased Significantly	Red	-96.3	1.8	Maintained	Lower		
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--		
White	*	-	No Performance Level	21.9	High	--	*	No Color	--	--	No Change Level	Green	20.8	-1.2	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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	ELA Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	96%	--	100%	100%	94%	--	100%	67%	96%	--	96%	96%	--	100%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	No	--	Yes	No	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	98%	--	100%	100%	99%	--	100%	--	98%	--	98%	98%	--	100%
Participation Rate Met 2023	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 2023

# Equitas Academy #2

## 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, DFS) 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. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	
W	5	5190	Equitas Academy #2	All Students	368	-98.8	Very Low	-51.7	Low	Lower	372	Yellow	-90.7	8.1	Increased	Orange	-49.1	2.6	Maintained	Lower	
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	*	No Color	--	--	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	120	-140.0	Very Low	-92.0	Low	Lower	161	Orange	-130.4	10.5	Increased	Orange	-93.4	-1.4	Maintained	Lower	
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--	
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--	
				Latino	360	-99.1	Very Low	-83.4	Low	Lower	365	Yellow	-90.2	8.9	Increased	Orange	-80.8	2.6	Maintained	Lower	
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--	
				Socioeconomically Disadvantaged	350	-101.1	Very Low	-84.0	Low	Lower	353	Yellow	-91.1	10.0	Increased	Yellow	-80.8	3.2	Increased	Lower	
				Students with Disabilities	46	-165.3	Very Low	-130.8	Very Low	Lower	55	Orange	-160.4	4.9	Increased	Orange	-127.3	5.5	Increased	Lower	
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--	
White	*	-	No Performance Level	-13.4	Medium	--	*	No Color	--	--	--	No Change Level	Yellow	-11.1	2.3	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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

Math Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	97%	--	100%	100%	94%	--	100%	67%	97%	--	98%	96%	--	100%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	No	--	Yes	No	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	99%	--	100%	100%	99%	--	100%	--	99%	--	99%	100%	--	100%
Participation Rate Met 2023	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 2023

# Equitas Academy #2

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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.

English Learner Progress Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School				2023 State					
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
W	5	5190	Equitas Academy #2	English Learner	99	50.5%	Medium	50.3%	Medium	Higher	103	Yellow	50.5%	0.0%	Maintained	Yellow	48.7%	-1.6%	Maintained	Higher

[Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window \(February 1 to May 31\) will receive a modified ELPI rate on the California School Dashboard \(Dashboard\). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.](#)

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	104	101	97.1%	Yes
2023	106	106	100.0%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

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

Data Sources: California School Dashboard Research data files 2023

2022 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.		
School		State
Equitas Academy #2		State
ELs Who Progressed at Least One ELPI Level	50.5%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	30.3%	31.4%
ELs Who Decreased at Least One ELPI Level	19.2%	18.3%

2023 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.		
School		State
Equitas Academy #2		State
ELs Who Progressed at Least One ELPI Level	50.5%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	36.9%	32.7%
ELs Who Decreased at Least One ELPI Level	12.6%	18.6%

# Equitas Academy #2

## Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" 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																					
R G	B D	Locatio n Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison	
W	5	5190	Equitas Academy #2	All Students	389	20.1%	Very High	30.0%	Very High	Lower	393	Red	33.6%	13.5%	Increased Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher	
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--	
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--	
				English Learner	107	20.6%	Very High	33.6%	Very High	Lower	112	Red	41.1%	20.5%	Increased	Yellow	26.3%	-7.3	Declined Significantly	Higher	
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--	
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--	
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	0	--	--	--	--	Yellow	38.7%	-6.4	Declined Significantly	--	
				Latino	381	19.9%	High	35.8%	Very High	Lower	384	Red	33.3%	13.4%	Increased Significantly	Yellow	28.4%	-7.4	Declined Significantly	Higher	
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--	
				Socioeconomically Disadvantaged	365	19.5%	High	37.4%	Very High	Lower	371	Red	33.4%	14.0%	Increased Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher	
				Students with Disabilities	49	18.4%	High	39.6%	Very High	Lower	59	Red	35.6%	17.2%	Increased	Yellow	33.1%	-6.5	Declined Significantly	Higher	
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--	
				White	*	--	No Performance Level	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--	

Data Sources: California School Dashboard Research data files 2023

# Equitas Academy #2

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" 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.

Suspension Rate Indicator - CA School Dashboard Indicator																						
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison		
W	5	5190	Equitas Academy #2	All Students	390	3.6%	Medium	3.1%	Medium	Higher	396	Green	0.8%	-2.8%	Declined	Orange	3.5%	0.4%	Increased	Lower		
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	108	0.9%	Low	3.2%	Medium	Lower	113	Green	0.9%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower		
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	--	Green	1.3%	0.1%	Maintained	--	
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	0	--	--	--	--	--	Orange	6.5%	1.0%	Increased	--	
				Latino	382	3.4%	Medium	3.3%	Medium	Higher	386	Blue	0.5%	-2.9%	Declined	Orange	3.8%	0.5%	Increased	Lower		
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	--	Orange	4.9%	0.4%	Increased	--	
				Socioeconomically Disadvantaged	366	3.3%	Medium	4.0%	Medium	Lower	374	Green	0.8%	-2.5%	Declined	Orange	4.5%	0.5%	Increased	Lower		
				Students with Disabilities	49	2.0%	Low	5.4%	High	Lower	59	Blue	0.0%	-2.0%	Declined	Orange	5.9%	0.5%	Increased	Lower		
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--				

Data Sources: California School Dashboard Research data files 2023

# Equitas Academy #2

## Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. 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.

2023-2024 Enrollment by Ethnicity and Student Group																					
RG	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
W	5	5190	Equitas Academy #2	401	91.8%	0.0%	0.0%	0.0%	0.0%	27.7%	0.0%	0.5%	0.0%	99.5%	0.0%	0.0%	0.0%	93.5%	12.5%	0.2%	0.2%
Statewide				5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
Los Angeles Unified				529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	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
W	5	5190	Equitas Academy #2	388	92.0%	0.0%	0.0%	0.8%	0.5%	28.1%	0.0%	0.0%	0.0%	97.9%	0.0%	0.0%	0.3%	93.6%	13.9%	0.0%	0.5%
Statewide				5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
Los Angeles Unified				538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

# Equitas Academy #2

## 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.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
W	5	5190	Equitas Academy #2	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Language Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

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

# Equitas Academy #2

## Long-Term English Learners (LTEL) and "At-Risk"

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.

RG	BD	Loc Code	School	English Learners	2022-2023				2023-2024			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
W	5	5190	Equitas Academy #2	LTEL 6+ Years	45	14.7%	226,535	11.1%	40	12.6%	211,218	18.1%
				At-Risk 4-5 Years	19	6.2%	144,190	7.1%	16	5.0%	136,190	9.6%
				EL 0-3 Years	4	1.3%	505,487	24.8%	8	2.5%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	41	13.4%	236,323	11.6%	47	14.8%	207,773	10.4%
				EL total	109	35.6%	1,112,535	54.5%	111	34.9%	1,074,833	53.8%
				RFEP	197	64.4%	927,723	45.5%	207	65.1%	924,460	46.2%
				Total (Ever)	306	100.0%	2,040,258	100.0%	318	100.0%	1,999,293	100.0%

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

# Equitas Academy #2

## 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 2021-22 Enrollment by Student Group 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.

**2023-2024 Special Education Enrollment**

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	5	5190	Equitas Academy #2	401	50	12.5%
Statewide				5,837,690	799,980	13.7%
Los Angeles Unified				529,902	79,906	14.8%

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	5	5190	Equitas Academy #2	388	54	13.9%
Statewide				5,852,544	765,169	13.1%
Los Angeles Unified				538,295	75,935	14.1%

**2023-2024 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	5	5190	Equitas Academy #2	86.0%	14.0%	5	0	0	0	0	1	0	0	8	1	28	7	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	5	5190	Equitas Academy #2	88.9%	11.1%	3	0	0	0	0	2	0	0	4	1	36	8	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

Data Source: CALPADS 8.1 FALL 1 Certified Report 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).

# ATTACHMENT C

## Equitas Academy #2

### 2023-24 i-Ready Diagnostic Growth Report (Reading)

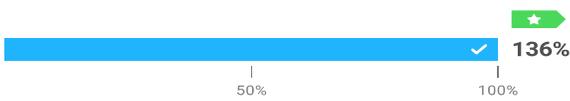
#### Diagnostic Growth



**School** Equitas Academy CS #2  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

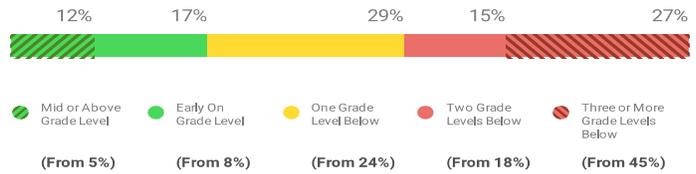
Students Assessed/Total: **382/400**

#### Progress to Annual Typical Growth (Median)

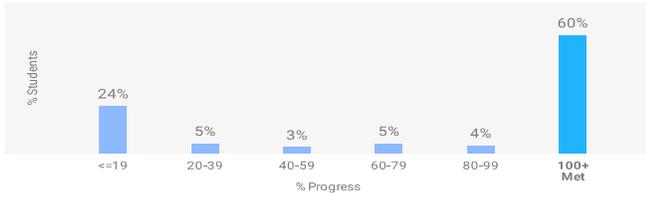


The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

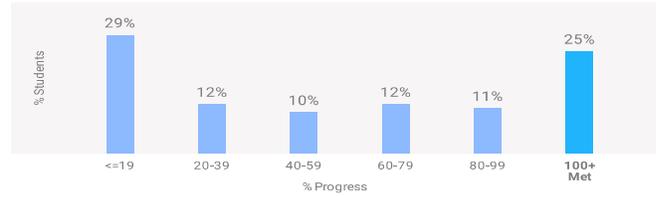
#### Current Placement Distribution



#### Distribution of Progress to Annual Typical Growth



#### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	119%	58%	56%	25%	57%	105/106
Grade 6	117%	52%	45%	22%	52%	107/117
Grade 7	182%	70%	68%	26%	62%	82/87
Grade 8	153%	63%	55%	30%	59%	88/90

# ATTACHMENT 3

## Equitas Academy #2

### 2023-24 i-Ready Diagnostic Growth Report (Math)

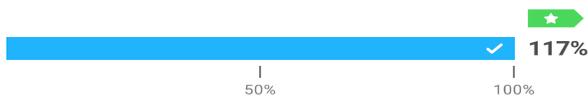
#### Diagnostic Growth



**School** Equitas Academy CS #2  
**Subject** Math  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

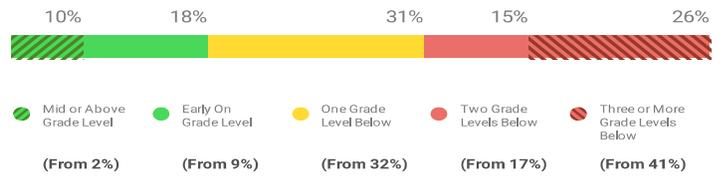
Students Assessed/Total: **385/400**

#### Progress to Annual Typical Growth (Median)

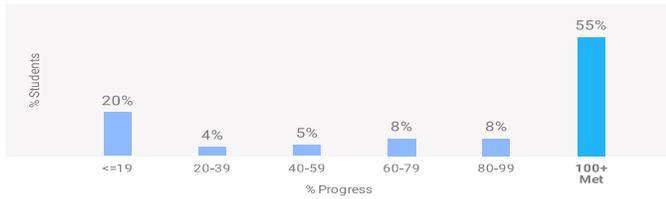


The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

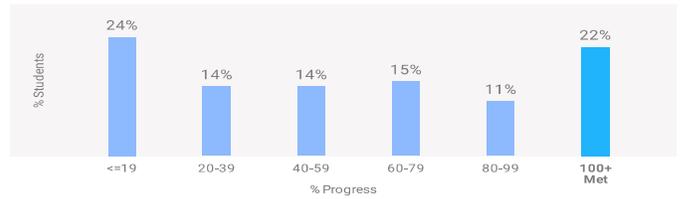
#### Current Placement Distribution



#### Distribution of Progress to Annual Typical Growth



#### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

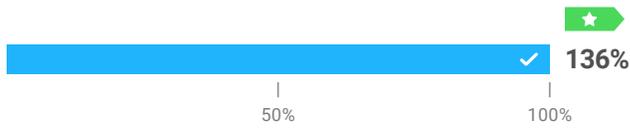
Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	78%	40%	43%	11%	60%	103/106
Grade 6	125%	57%	62%	21%	58%	110/117
Grade 7	140%	62%	63%	27%	62%	82/87
Grade 8	181%	64%	71%	32%	68%	90/90

**School** Equitas Academy #2  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

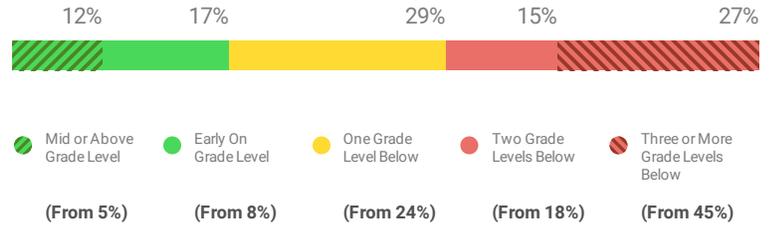
Students Assessed/Total: **382/400**

## Progress to Annual Typical Growth (Median)

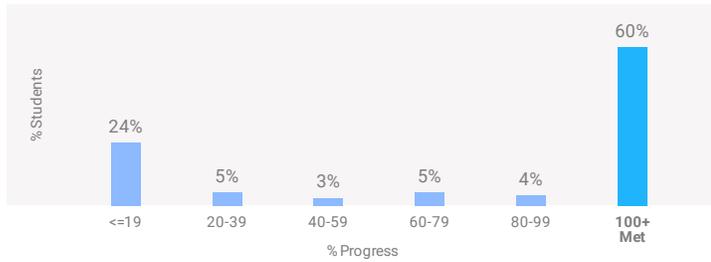


The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

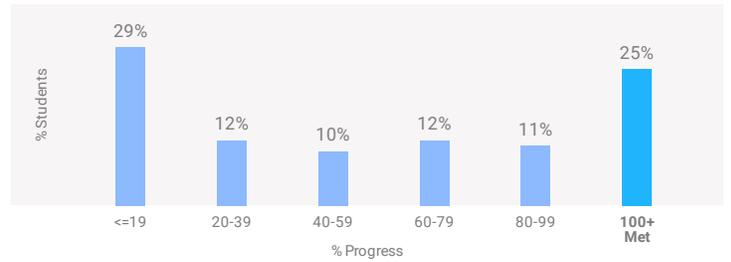
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

English Learner

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	119%	58%	56%	25%	57%	105/106
Grade 5	Yes - English Learner	124%	56%	53%	24%	65%	34/35
Grade 5	No - English Learner	119%	59%	57%	25%	54%	71/71
Grade 6	Overall	117%	52%	45%	22%	52%	107/117
Grade 6	Yes - English Learner	153%	58%	57%	13%	61%	31/36
Grade 6	No - English Learner	98%	50%	40%	26%	49%	76/81

# Diagnostic Growth



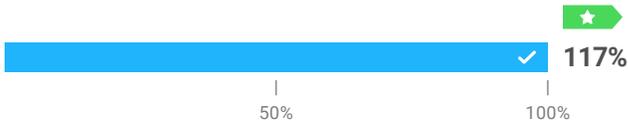
**School** Equitas Academy #2  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	182%	70%	68%	26%	62%	82/87
Grade 7	Yes - English Learner	200%	60%	68%	28%	56%	25/27
Grade 7	No - English Learner	180%	74%	68%	25%	65%	57/60
Grade 8	Overall	153%	63%	55%	30%	59%	88/90
Grade 8	Yes - English Learner	0%	17%	0%	8%	17%	12/12
Grade 8	No - English Learner	192%	70%	66%	33%	66%	76/78

School: Equitas Academy #2  
 Subject: Math  
 Academic Year: 2023 - 2024  
 Comparison Diagnostic: Spring (March 2 - End of Year)

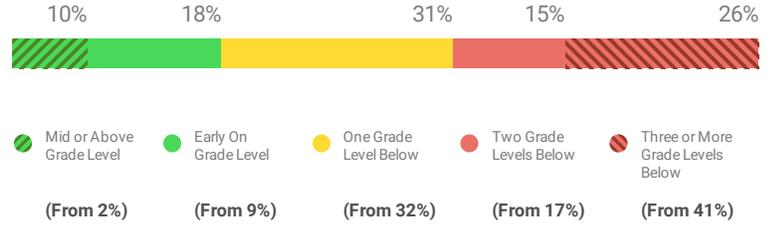
Students Assessed/Total: 385/400

## Progress to Annual Typical Growth (Median)

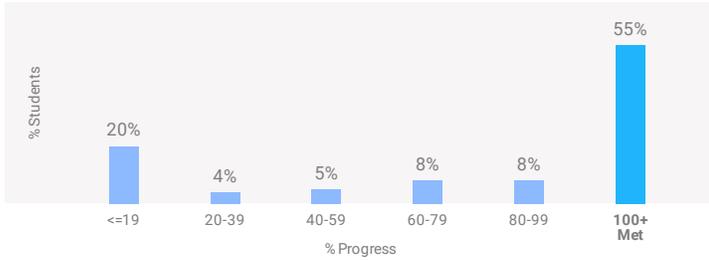


The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

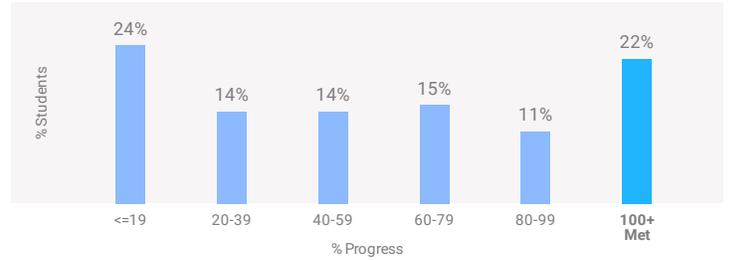
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

English Learner

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	78%	40%	43%	11%	60%	103/106
Grade 5	Yes - English Learner	50%	26%	28%	3%	50%	34/35
Grade 5	No - English Learner	89%	46%	49%	14%	65%	69/71
Grade 6	Overall	125%	57%	62%	21%	58%	110/117
Grade 6	Yes - English Learner	93%	49%	46%	11%	51%	35/36
Grade 6	No - English Learner	136%	61%	69%	25%	61%	75/81

# Diagnostic Growth



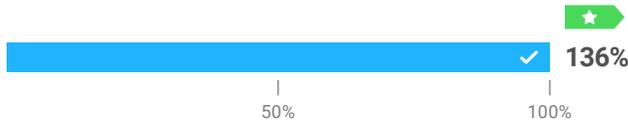
**School** Equitas Academy #2  
**Subject** Math  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	140%	62%	63%	27%	62%	82/87
Grade 7	Yes - English Learner	112%	50%	46%	8%	65%	26/27
Grade 7	No - English Learner	144%	68%	70%	36%	61%	56/60
Grade 8	Overall	181%	64%	71%	32%	68%	90/90
Grade 8	Yes - English Learner	134%	67%	52%	17%	75%	12/12
Grade 8	No - English Learner	183%	64%	71%	35%	67%	78/78

**School Subject** Equitas Academy #2  
**Academic Year** Reading  
 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

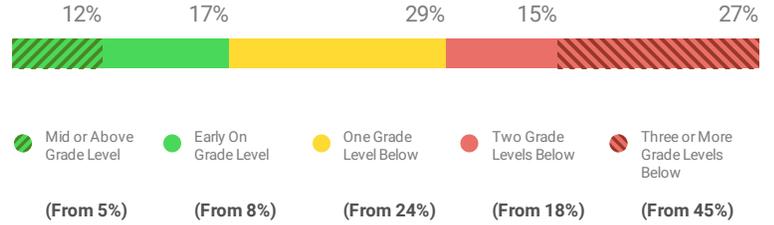
Students Assessed/Total: **382/400**

## Progress to Annual Typical Growth (Median)

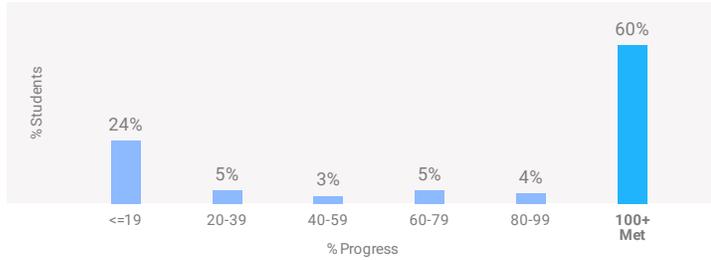


The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

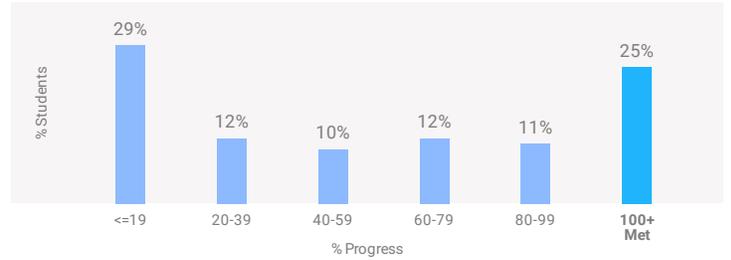
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Hispanic or Latino

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	119%	58%	56%	25%	57%	105/106
Grade 5	Yes - Hispanic or Latino	119%	58%	55%	25%	58%	104/104
Grade 6	Overall	117%	52%	45%	22%	52%	107/117
Grade 6	Yes - Hispanic or Latino	117%	52%	45%	22%	52%	107/117

# Diagnostic Growth



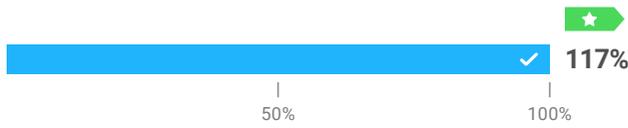
**School** Equitas Academy #2  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	182%	70%	68%	26%	62%	82/87
Grade 7	Yes - Hispanic or Latino	183%	69%	68%	26%	63%	81/84
Grade 8	Overall	153%	63%	55%	30%	59%	88/90
Grade 8	Yes - Hispanic or Latino	153%	63%	55%	30%	59%	88/90

School: Equitas Academy #2  
 Subject: Math  
 Academic Year: 2023 - 2024  
 Comparison Diagnostic: Spring (March 2 - End of Year)

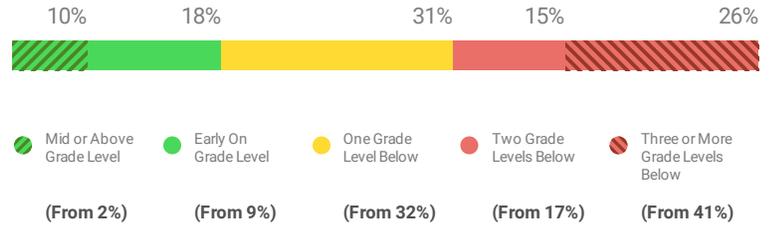
Students Assessed/Total: 385/400

### Progress to Annual Typical Growth (Median)

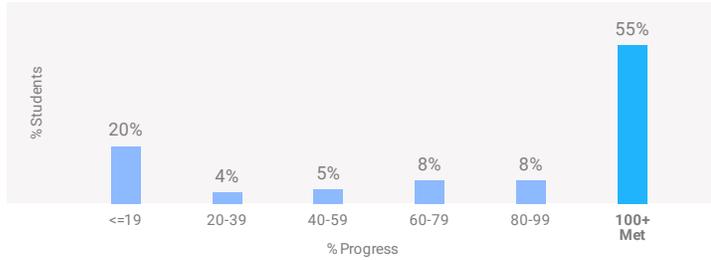


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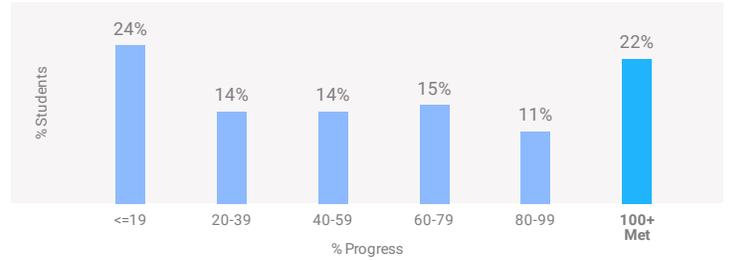
### Current Placement Distribution



### Distribution of Progress to Annual Typical Growth



### Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Hispanic or Latino

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	78%	40%	43%	11%	60%	103/106
Grade 5	Yes - Hispanic or Latino	78%	39%	43%	11%	60%	102/104
Grade 6	Overall	125%	57%	62%	21%	58%	110/117
Grade 6	Yes - Hispanic or Latino	125%	57%	62%	21%	58%	110/117

# Diagnostic Growth



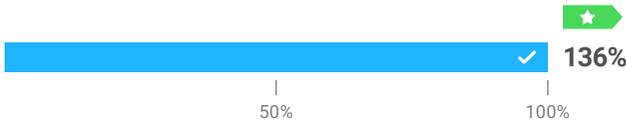
**School** Equitas Academy #2  
**Subject** Math  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	140%	62%	63%	27%	62%	82/87
Grade 7	Yes - Hispanic or Latino	138%	62%	61%	25%	63%	79/84
Grade 8	Overall	181%	64%	71%	32%	68%	90/90
Grade 8	Yes - Hispanic or Latino	181%	64%	71%	32%	68%	90/90

**School** Equitas Academy #2  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

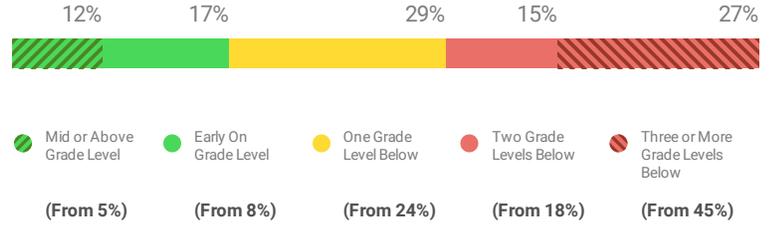
Students Assessed/Total: **382/400**

## Progress to Annual Typical Growth (Median)

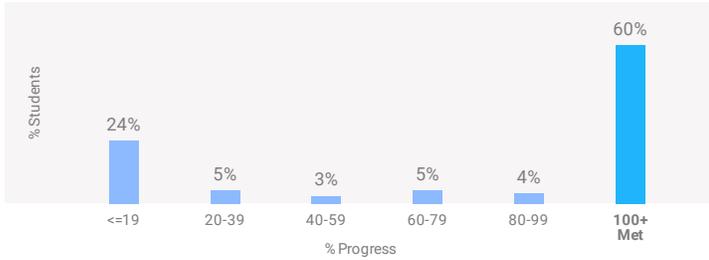


The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

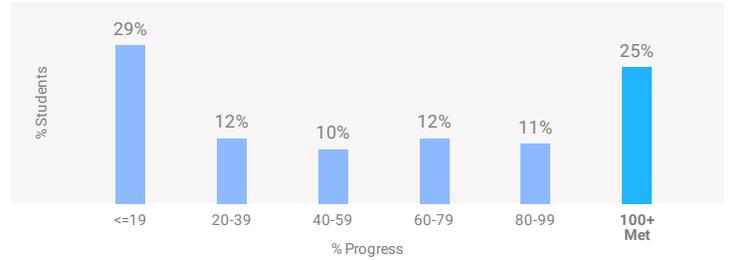
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Economically Disadvantaged

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	119%	58%	56%	25%	57%	105/106
Grade 5	Yes - Economically Disadvantaged	119%	59%	57%	26%	56%	93/93
Grade 5	No - Economically Disadvantaged	104%	50%	47%	17%	67%	12/13
Grade 6	Overall	117%	52%	45%	22%	52%	107/117
Grade 6	Yes - Economically Disadvantaged	117%	53%	45%	23%	52%	97/107

# Diagnostic Growth



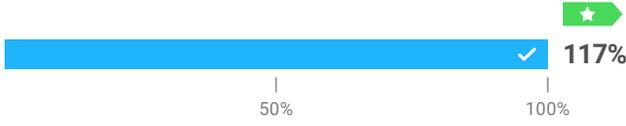
**School** Equitas Academy #2  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	182%	70%	68%	26%	62%	82/87
Grade 7	Yes - Economically Disadvantaged	182%	70%	68%	26%	63%	80/83
Grade 8	Overall	153%	63%	55%	30%	59%	88/90
Grade 8	Yes - Economically Disadvantaged	156%	62%	56%	31%	59%	81/82

School: Equitas Academy #2  
 Subject: Math  
 Academic Year: 2023 - 2024  
 Comparison Diagnostic: Spring (March 2 - End of Year)

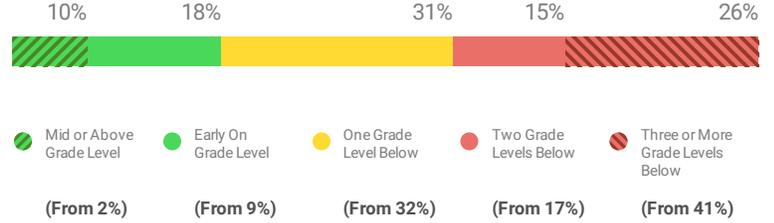
Students Assessed/Total: 385/400

## Progress to Annual Typical Growth (Median)

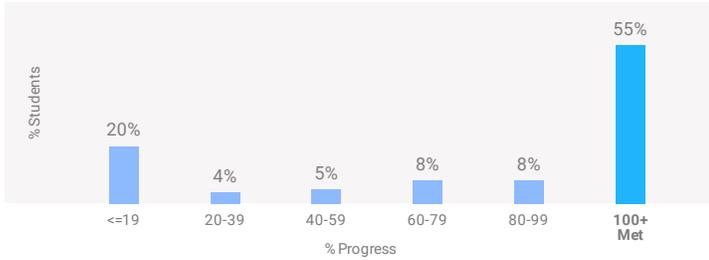


The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

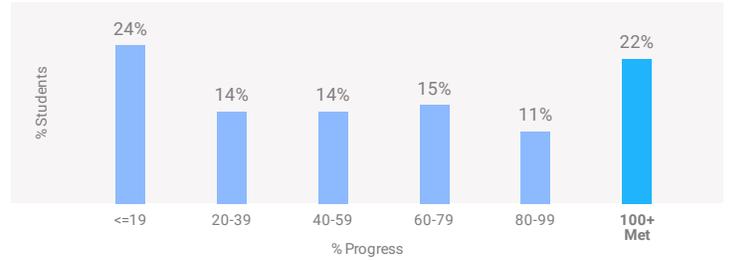
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Economically Disadvantaged

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	78%	40%	43%	11%	60%	103/106
Grade 5	Yes - Economically Disadvantaged	83%	43%	45%	12%	63%	91/93
Grade 5	No - Economically Disadvantaged	38%	17%	19%	0%	42%	12/13
Grade 6	Overall	125%	57%	62%	21%	58%	110/117
Grade 6	Yes - Economically Disadvantaged	121%	56%	59%	20%	57%	100/107

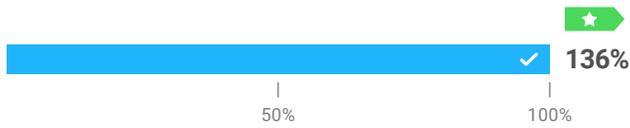
**School** Equitas Academy #2  
**Subject** Math  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	140%	62%	63%	27%	62%	82/87
Grade 7	Yes - Economically Disadvantaged	140%	63%	63%	27%	62%	78/83
Grade 8	Overall	181%	64%	71%	32%	68%	90/90
Grade 8	Yes - Economically Disadvantaged	183%	66%	71%	33%	68%	82/82
		140%					

**School** Equitas Academy #2  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

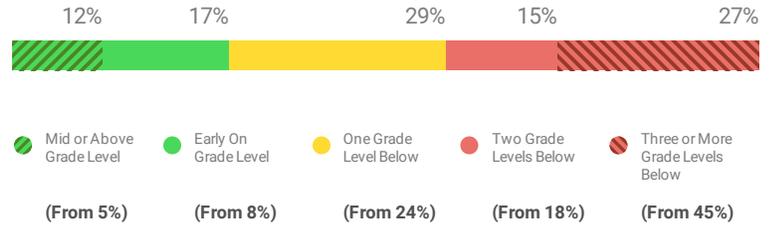
Students Assessed/Total: **382/400**

## Progress to Annual Typical Growth (Median)

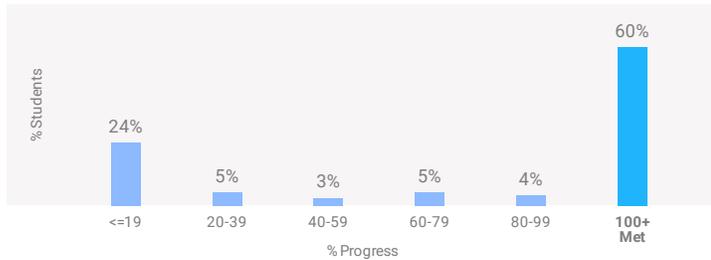


The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

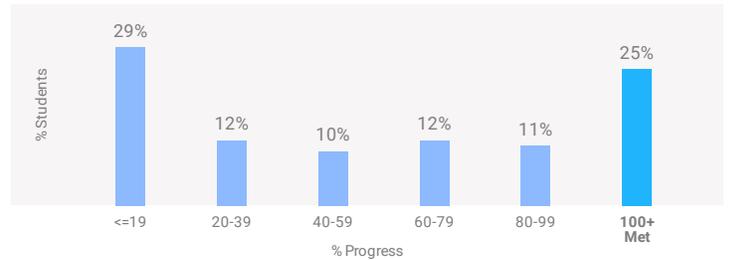
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Special Education

Showing 13 of 13

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	119%	58%	56%	25%	57%	105/106
Grade 5	Yes - Special Education	96%	45%	41%	18%	64%	11/11
Grade 5	No - Special Education	121%	60%	57%	26%	56%	94/95
Grade 6	Overall	117%	52%	45%	22%	52%	107/117
Grade 6	Yes - Special Education	158%	62%	63%	19%	62%	21/21
Grade 6	No - Special Education	100%	51%	42%	24%	51%	85/95

# Diagnostic Growth



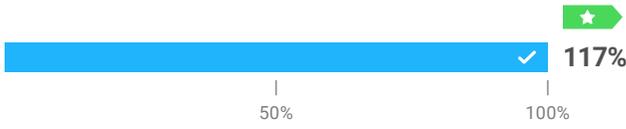
**School** Equitas Academy #2  
**Subject** Reading  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	182%	70%	68%	26%	62%	82/87
Grade 7	No - Special Education	170%	68%	62%	23%	62%	74/78
Grade 8	Overall	153%	63%	55%	30%	59%	88/90
Grade 8	No - Special Education	178%	65%	64%	31%	61%	80/82

School: Equitas Academy #2  
 Subject: Math  
 Academic Year: 2023 - 2024  
 Comparison Diagnostic: Spring (March 2 - End of Year)

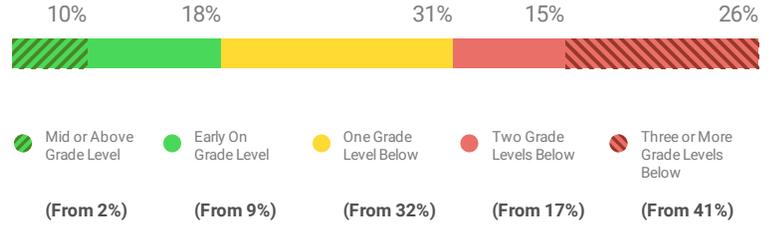
Students Assessed/Total: 385/400

## Progress to Annual Typical Growth (Median)

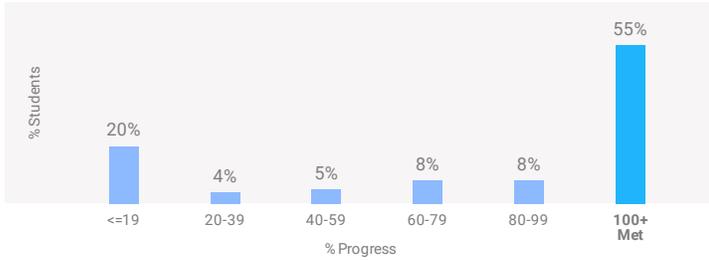


The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

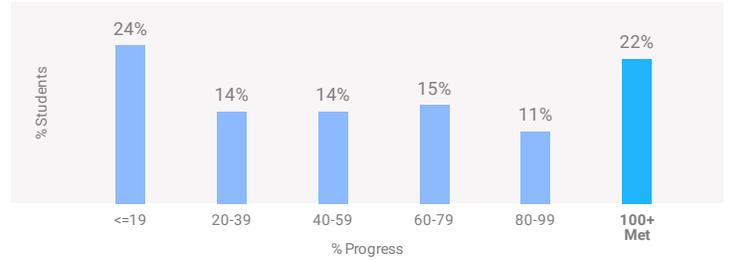
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Special Education

Showing 13 of 13

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	78%	40%	43%	11%	60%	103/106
Grade 5	No - Special Education	78%	40%	45%	11%	61%	93/95
Grade 6	Overall	125%	57%	62%	21%	58%	110/117
Grade 6	Yes - Special Education	113%	52%	50%	10%	62%	21/21
Grade 6	No - Special Education	129%	58%	65%	24%	57%	88/95

# Diagnostic Growth



**School** Equitas Academy #2  
**Subject** Math  
**Academic Year** 2023 - 2024  
**Comparison Diagnostic** Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	140%	62%	63%	27%	62%	82/87
Grade 7	No - Special Education	144%	65%	65%	30%	64%	74/78
Grade 8	Overall	181%	64%	71%	32%	68%	90/90
Grade 8	No - Special Education	183%	66%	71%	34%	68%	82/82

## ATTACHMENT D Equitas Academy #2

### Academic Performance Medians- English Language Arts

This report shows the performance for the English Language Arts and Math academic indicators on the California School Dashboard for All Students and numerically significant student groups in 2021-2022 and 2022-2023. It displays the DFS/Status, the Status Level for 2022, and the Performance Level (color) for 2023. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, Status and Change are reported on the Dashboard, however no Performance Level (color) will be reported. A double dash '--' means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a Status Level for each student group.

Equitas Academy #2 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	365	Low	-66.2	4,967	Low	-51.4	Lower
Latino	357	Low	-67.1	4,541	Low	-50.0	Lower
English Learner	120	Very Low	-117.2	2,201	Very Low	-96.8	Lower
Socioeconomically Disadvantaged	346	Low	-69.3	4,849	Low	-51.4	Lower
Students with Disabilities	46	Very Low	-146.0	717	Very Low	-121.3	Lower

Equitas Academy #2 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	371	Yellow	-46.5	4,707	Orange	-49.0	Higher
Latino	364	Yellow	-46.6	4,269	Orange	-49.9	Higher
English Learner	161	Orange	-85.8	2,072	Red	-97.3	Higher
Socioeconomically Disadvantaged	352	Yellow	-46.7	3,733	Orange	-49.1	Higher
Students with Disabilities	54	Orange	-116.4	698	Red	-126.7	Higher

## Academic Performance Medians- Math

### Equitas Academy #2 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	368	Very Low	-98.8	4,959	Very Low	-102.1	Higher
Latino	360	Very Low	-99.1	4,535	Very Low	-104.1	Higher
English Learner	120	Very Low	-140.0	2,199	Very Low	-134.9	Lower
Socioeconomically Disadvantaged	350	Very Low	-101.1	4,842	Very Low	-104.8	Higher
Students with Disabilities	46	Very Low	-165.3	714	Very Low	-159.6	Lower

### Equitas Academy #2 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	372	Yellow	-90.7	4,700	Red	-107.2	Higher
Latino	365	Yellow	-90.2	4,265	Red	-105.2	Higher
English Learner	161	Orange	-130.4	2,070	Red	-134.4	Higher
Socioeconomically Disadvantaged	353	Yellow	-91.1	3,728	Red	-110.8	Higher
Students with Disabilities	55	Orange	-160.4	695	Red	-164.2	Higher