



## Board of Education Report

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**File #:** Rep-202-25/26, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 12/16/2025

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### **Approval of the Renewal Petition for Goethe International Charter [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Goethe International Charter) Recommends approval of the renewal petition for Goethe International Charter, a High performing, Start-Up Independent charter school, located in Board District 4 and Region West, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 775 students in grades TK-8 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Goethe International Charter (“Charter School”), a Start-Up Independent charter school, located in Board District 4 and Region West, with high level performance for six (6) years, beginning July 1, 2026 until June 30, 2032, to serve up to 775 students in grades TK-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:**

Goethe International Charter is a TK-8 span school currently serving 525 students on a District Proposition 39 Co-location site at 12500 Braddock Drive, Los Angeles, CA, 90066 in Board District 4 and Region West. Goethe International Charter was originally approved by the LAUSD Board of Education on July 8, 2008. On January 9, 2018, the charter school was renewed for a five-year term to serve 455 students in grades TK-5. On June 5, 2018, the Board of Education approved a request for material revision to increase enrollment up to 775 students in grades TK-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 Goethe International Charter expires June 30, 2026.

On September 19, 2025, Goethe International Charter 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 December 18, 2025.

An initial Public Hearing was held on November 17, 2025.

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 Goethe International Charter’s governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

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 demonstrably unlikely 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, 2026.

“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. 202-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of 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 to the extent 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 - Goethe International Charter Data Set
- Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:

[https://drive.google.com/drive/folders/1tqb8DoFRQSOgDkstfzt4ycAe\\_bcucWO4?usp=sharing](https://drive.google.com/drive/folders/1tqb8DoFRQSOgDkstfzt4ycAe_bcucWO4?usp=sharing)

**Submitted:**

11/20/25

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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ALBERTO M. CARVALHO  
Superintendent

\_\_\_\_\_  
CAROLYN SPAHT GONZALEZ  
Chief of Staff

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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DEVORA NAVERA REED  
General Counsel

\_\_\_\_\_  
JOSÉ COLE-GUTIÉRREZ  
Senior Executive Director of Strategy  
Division of Data, Strategy, and Innovation

\_\_\_ Approved as to form.

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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KURT E. JOHN  
Deputy Chief Financial Officer

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MARLA WILLMOTT  
Director  
Charter Schools Division

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

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 202-25/26

December 16, 2025

School Name:	<b>Goethe International Charter</b>			<b>BOARD IS REQUIRED TO TAKE ACTION BY:  December 18, 2025</b>
Type of Charter School:	<b>Start-Up Independent Charter School</b>			
Charter Operator	<b>Goethe International Charter Schools</b>			
Location Code:	<b>2129</b>			
Type of Site(s):	<b>District Proposition 39 Co-location</b>			
Site Address(es):	<b>12500 Braddock Drive, Los Angeles, CA 90066 (Marina Del Rey Middle School)</b>			
Board District(s):	<b>4</b>	Region(s):	<b>West</b>	
Grade Levels Served:	<b>TK-8</b>	Current Enrollment:	<b>525</b>	
Grade Levels Authorized in Current Charter:	<b>TK-8</b>	Approved Enrollment in Current Charter:	<b>775</b>	
<b>CONSIDERATION:</b>	<b>Renewal</b>			
<b>CDE PERFORMANCE CATEGORY:</b> (PER CDE'S 2025 CLASSIFICATION)	<b>High Performing</b>			
<b>STAFF RECOMMENDATION:</b>	<b>Approval</b> for a six (6)-year term (2026-2032)			
<b>PROPOSED BENCHMARKS:</b>	None			

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Goethe International Charter (“Charter School”), located in Board District 4 and Region West, for a term of six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 775 students in grades TK-8 in each year of the charter term.

Pursuant to applicable law, charter schools classified as High performing may be renewed for a term of five (5), six (6), or seven (7) years. To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operations and performance during the term of the charter, as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school’s performance and operations during the term of the charter include, but are not limited to, the following:

- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;

- Additional academic considerations (i.e., numerically significant subgroup performance);
- Equity and access for families and pupils;
- School culture and climate; and
- Consideration of qualifying as High Performing under Criterion 1 or Criterion 2

As staff considered Goethe International Charter’s renewal petition and record, staff recommends a term length of six years.

## 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 demonstrably unlikely 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>Goethe International Charter</b>
<b>Initial Authorization:</b>	On July 8, 2008, Goethe International Charter was authorized by the LAUSD Board of Education to serve 240 students in grades K-5.
<b>Most Recent Renewal</b>	<p>The charter was renewed on January 9, 2018 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 525 students in grades TK-5.</p> <p>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 Goethe International Charter expires June 30, 2026.</p>
<b>Approved Material Revisions of Current Charter:</b>	Not applicable
<b>Board Benchmarks in Current Charter Term:</b>	<p>On January 9, 2018, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following operational benchmark to Goethe International Charter:</p> <p>1) Goethe International Charter will submit a written status report to the Charter Schools Division annually no later than December 1, that provides evidence of its efforts and outcomes to increase student diversity for its student subgroup populations, including Latino students, Socioeconomically Disadvantaged students, and Students with Disabilities, based on official student demographic information.</p> <p>Please see the “Additional Information” section below.</p>
<b>Submission of Renewal Petition Application:</b>	Goethe International Charter submitted its renewal petition application on September 19, 2025. The 90-day statutory timeline for Board action on the petition runs through December 18, 2025.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	Goethe International Charter implements its own Master Plan for English Learners and Standard English Learners.

	<b>Goethe International Charter</b>
<b>Special Education SELPA</b>	Goethe International Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

**B. Charter School Operator**

Goethe International Charter is operated by Goethe International Charter Schools, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

**IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

a. Summary

Goethe International Charter has been identified by the state as a High 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

Please see the Goethe International Charter data sets.

b. Measurements of Academic Performance on the California School Dashboard

The California School Dashboard displays performance for seven state measures. The Performance Level, or color, is based on two factors. The current year data for the measure (Status) and the difference between current year and prior year data (Change). The point at which these two levels intersect on the five-by-five table determines the color. From highest to lowest, the Performance Levels are Blue, Green, Yellow, Orange, and Red. Below, the 2023, 2024, and 2025, Dashboard Performance Levels (colors) are provided.

**Goethe International Charter Dashboard Indicators**

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Green	Green	No Performance Color	Not Applicable	Orange	Not Applicable	Yellow
2023-2024	Green	Green	No Performance Color	Not Applicable	Green	Not Applicable	Orange
2024-2025	Green	Yellow	No Performance Color	Not Applicable	Orange	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 2023, 2024, and 2025, in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was higher than the state for All Students, and for all numerically significant student groups.

## Goethe International Charter - 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>Green</b>	<b>39.4</b>	<b>-2.1</b>	<b>Orange</b>	<b>-13.6</b>	<b>Higher</b>
Black or African American	Met	No Performance Color	19.0	26.0	Orange	-59.6	Higher
Latino	Met	Yellow	-4.7	-17.2	Orange	-40.2	Higher
Two or More Races	Met	Green	71.4	-4.0	Green	24.3	Higher
White	Met	Blue	69.0	3.4	Green	20.8	Higher
English Learner	Met	Green	17.4	-17.3	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Yellow	-3.7	-1.4	Orange	-42.6	Higher

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

## Goethe International Charter - English Language Arts Indicator - 2023-2024

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>Green</b>	<b>32.3</b>	<b>-7.1</b>	<b>Orange</b>	<b>-13.2</b>	<b>Higher</b>
Black or African American	Met	Yellow	4.5	-14.4	Orange	-58.9	Higher
Latino	Met	Orange	-8.2	-3.5	Orange	-39.3	Higher
Two or More Races	Met	Green	54.8	-16.6	Green	24.3	Higher
White	Met	Blue	73.8	4.8	Green	19.2	Higher
English Learner	Met	Orange	-8.1	-25.4	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-23.4	-19.7	Orange	-40.9	Higher
Students with Disabilities	Met	No Performance Color	-8.8	5.2	Red	-95.6	Higher

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

## Goethe International Charter - English Language Arts Indicator - 2024-2025

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>Green</b>	<b>27.8</b>	<b>-4.5</b>	<b>Yellow</b>	<b>-8.1</b>	<b>Higher</b>
Black or African American	Met	Green	14.4	9.9	Yellow	-51.3	Higher
Latino	Met	Green	-3.7	4.5	Yellow	-33.7	Higher
Two or More Races	Met	Green	39.5	-15.3	Green	29.4	Higher
White	Met	Green	57.9	-15.9	Green	23.8	Higher
English Learner	Met	Green	0.0	8.1	Yellow	-59.9	Higher
Socioeconomically Disadvantaged	Met	Yellow	-18.6	4.8	Yellow	-35.3	Higher
Students with Disabilities	Met	Orange	-15.6	-6.9	Orange	-89.4	Higher

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

d. Math Indicator

In 2023, 2024, and 2025, in Math, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

**Goethe International Charter - 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>Green</b>	<b>23.6</b>	<b>-5.0</b>	<b>Orange</b>	<b>-49.1</b>	<b>Higher</b>
Black or African American	Met	No Performance Color	-22.2	24.5	Red	-104.5	Higher
Latino	Met	Yellow	-23.7	-27.8	Orange	-80.8	Higher
Two or More Races	Met	Green	42.0	-7.0	Yellow	-7.4	Higher
White	Met	Blue	72.7	9.4	Yellow	-11.1	Higher
English Learner	Met	Green	4.1	-27.3	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-19.0	-8.8	Yellow	-80.8	Higher

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

**Goethe International Charter - Math Indicator - 2023-2024**

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>Green</b>	<b>16.0</b>	<b>-7.6</b>	<b>Orange</b>	<b>-47.6</b>	<b>Higher</b>
Black or African American	Met	Green	-19.0	3.1	Red	-102.2	Higher
Latino	Met	Orange	-28.4	-4.7	Orange	-79.2	Higher
Two or More Races	Met	Blue	43.4	1.4	Yellow	-5.3	Higher
White	Met	Green	57.6	-15.1	Yellow	-10.3	Higher
English Learner	Met	Green	0.6	-3.5	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-38.4	-19.4	Orange	-78.2	Higher
Students with Disabilities	Met	No Performance Color	-49.6	-3.8	Red	-124.3	Higher

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

**Goethe International Charter - Math Indicator - 2024-2025**

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>-7.7</b>	<b>-23.7</b>	<b>Yellow</b>	<b>-42.4</b>	<b>Higher</b>
Black or African American	Met	Orange	-42.8	-23.8	Orange	-95.8	Higher
Latino	Met	Orange	-51.9	-23.5	Yellow	-73.6	Higher
Two or More Races	Met	Green	19.3	-24.1	Green	-0.7	Higher
White	Met	Green	34.2	-23.4	Green	-6.2	Higher
English Learner	Met	Yellow	-17.2	-17.8	Yellow	-86.1	Higher

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Orange	-62.2	-23.8	Yellow	-72.9	Higher
Students with Disabilities	Met	Orange	-73.2	-23.5	Orange	-120.7	Higher

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 2023, 2024, and 2025, on the English Learner Progress Indicator (ELPI), the charter school’s English Learner Progress Rate for English Learner was higher than the state.

**Goethe International Charter - 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	No Performance Color	72.4%	3.7%	Yellow	48.7%	Higher

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

**Goethe International Charter - English Learner Progress Indicator - 2023-2024**

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	No Performance Color	65.6%	-6.8%	Orange	45.7%	Higher

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

**Goethe International Charter - English Learner Progress Indicator - 2024-2025**

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	No Performance Color	50.0%	-15.6%	Yellow	46.4%	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 2023 and 2024 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups. In 2025 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was lower than the state for All Students and for six of seven numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2023, 2024, and 2025, 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” in 2023, 2024, and 2025.

k. Additional Information

As noted above, Goethe International Charter has one (1) operational benchmark in its current term. The following summarizes the outcome of the benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

**Benchmark:** *Goethe International Charter will submit a written status report to the Charter Schools Division annually no later than December 1, that provides evidence of its efforts and outcomes to increase student diversity for its student subgroup populations, including Latino students, Socioeconomically Disadvantaged students, and Students with Disabilities, based on official student demographic information.*

Benchmark: Efforts and Outcomes to Increase Student Diversity						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	Not Met	Met	Not Met	Met	Not Met

In all years of the charter term, Charter School provided evidence of its efforts to increase student diversity. Benchmark outcomes, as determined by the CDE Data Quest Enrollment Report, were met in two of the seven years and not met in five of the seven years.

**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 Goethe International Charter outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending.

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending.

**VI. FISCAL MANAGEMENT AND PERFORMANCE**

a. Fiscal Condition

Goethe International Charter’s fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	\$1,759,357	\$1,591,930	\$2,136,323	\$2,571,828	\$2,595,153
Net Income/Loss	\$335,571	(\$167,427) <sup>1</sup>	\$544,393	\$435,505	\$23,325
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment <sup>A</sup>	418	391	391	442	473

<sup>1</sup>According to Goethe International Charter, the net loss reported for Fiscal Year 2021-2022 was primarily due to a Proposition 39 over-allocated space reimbursement settlement of \$324,000 from prior years.

<sup>A</sup>Goethe International Charter reported 525 Norm Enrollment for Fiscal Year 2025-2026. Charter School stated that it plans to increase enrollment through various means, for example, by increasing community engagement, marketing, and outreach efforts. The

CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

- b. 2023-2024 Independent Audit Report  
Audit Opinion: Unmodified/Unqualified  
Material Weaknesses: None Reported  
Deficiencies/Findings: None Reported  
Lack of a Going Concern: None Reported
- c. Other Significant Fiscal Information  
Not applicable

# Goethe International Charter

Board District: 4 | Region: West | Location Code: 2129

## CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. 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 youth, to receive a status level for each student group. 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). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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 California School 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																								
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025							
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	230	39.4	-2.1	Maintained	Green	-13.6	Higher	100%	265	32.3	-7.1	Declined	Green	-13.2	Higher	100%	306	27.8	-4.5	Declined	Green	-8.1	Higher
African American/Black	100%	33	19.0	26.0	Increased Significantly	--	-59.6	Higher	100%	42	4.5	-14.4	Declined	Yellow	-58.9	Higher	100%	54	14.4	9.9	Increased	Green	-51.3	Higher
Asian	100%	10	*	*	*	*	61.8	*	100%	11	37.8	--	--	--	60.7	--	100%	15	65.2	27.4	Increased Significantly	--	61.9	--
English Learner	100%	50	17.4	-17.3	Declined Significantly	Green	-67.7	Higher	100%	59	-8.1	-25.4	Declined Significantly	Orange	-67.6	Higher	100%	73	0.0	8.1	Increased	Green	-59.9	Higher
Latino	100%	67	-4.7	-17.2	Declined Significantly	Yellow	-40.2	Higher	100%	84	-8.2	-3.5	Declined	Orange	-39.3	Higher	100%	101	-3.7	4.5	Increased	Green	-33.7	Higher
Socioeconomically Disadvantaged	100%	79	-3.7	-1.4	Maintained	Yellow	-42.6	Higher	100%	77	-23.4	-19.7	Declined Significantly	Orange	-40.9	Higher	100%	95	-18.6	4.8	Increased	Yellow	-35.3	Higher
Students with Disabilities	100%	26	-14.0	13.5	Increased	--	-96.3	--	100%	30	-8.8	5.2	Increased	--	-95.6	Higher	100%	31	-15.6	-6.9	Declined	Orange	-89.4	Higher
Two or More	100%	33	71.4	-4.0	Declined	Green	24.3	Higher	100%	36	54.8	-16.6	Declined Significantly	Green	24.3	Higher	100%	37	39.5	-15.3	Declined Significantly	Green	29.4	Higher
White	99%	83	69.0	3.4	Increased	Blue	20.8	Higher	100%	88	73.8	4.8	Increased	Blue	19.2	Higher	100%	97	57.9	-15.9	Declined Significantly	Green	23.8	Higher

Data Sources: California School Dashboard Research data files.

# Goethe International Charter

Board District: 4 | Region: West | Location Code: 2129

## CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. 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 youth, to receive a status level for each student group. 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). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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 California School 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																								
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025							
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	230	23.6	-5.0	Declined	Green	-49.1	Higher	99%	264	16.0	-7.6	Declined	Green	-47.6	Higher	100%	309	-7.7	-23.7	Declined Significantly	Yellow	-42.4	Higher
African American/Black	100%	33	-22.2	24.5	Increased Significantly	--	-104.5	Higher	100%	42	-19.0	3.1	Increased	Green	-102.2	Higher	100%	56	-42.8	-23.8	Declined Significantly	Orange	-95.8	Higher
Asian	100%	10	*	*	*	*	50.8	*	100%	11	60.8	--	--	--	49.5	--	100%	15	76.4	15.6	Increased Significantly	--	51.9	--
English Learner	100%	50	4.1	-27.3	Declined Significantly	Green	-93.4	Higher	100%	60	0.6	-3.5	Declined	Green	-93.4	Higher	100%	76	-17.2	-17.8	Declined Significantly	Yellow	-86.1	Higher
Latino	100%	67	-23.7	-27.8	Declined Significantly	Yellow	-80.8	Higher	100%	84	-28.4	-4.7	Declined	Orange	-79.2	Higher	100%	101	-51.9	-23.5	Declined Significantly	Orange	-73.6	Higher
Socioeconomically Disadvantaged	100%	79	-19.0	-8.8	Declined	Yellow	-80.8	Higher	100%	78	-38.4	-19.4	Declined Significantly	Orange	-78.2	Higher	100%	95	-62.2	-23.8	Declined Significantly	Orange	-72.9	Higher
Students with Disabilities	100%	26	-45.8	3.6	Increased	--	-127.3	--	100%	30	-49.6	-3.8	Declined	--	-124.3	Higher	100%	31	-73.2	-23.5	Declined Significantly	Orange	-120.7	Higher
Two or More	100%	33	42.0	-7.0	Declined	Green	-7.4	Higher	100%	36	43.4	1.4	Maintained	Blue	-5.3	Higher	100%	37	19.3	-24.1	Declined Significantly	Green	-0.7	Higher
White	99%	83	72.7	9.4	Increased	Blue	-11.1	Higher	98%	87	57.6	-15.1	Declined Significantly	Green	-10.3	Higher	100%	98	34.2	-23.4	Declined Significantly	Green	-6.2	Higher

Data Sources: California School Dashboard Research data files.

# Goethe International Charter

Board District: 4 | Region: West | Location Code: 2129

## CA School Dashboard: 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 for all student groups in grades 1-12. 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 (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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 California School 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 (ELPI) - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	29	72.4%	3.7	Increased	--	48.7%	Higher	32	65.6%	-6.8	Declined	--	45.7%	Higher	22	50.0%	-15.6	Declined Significantly	--	46.4%	Higher

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	62.5%	6.3%	18.8%	12.5%	47.5%	2.8%	31.4%	18.3%
2023	EL	55.2%	17.2%	13.8%	13.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	56.3%	9.4%	21.9%	12.5%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%
2025	EL	50.0%	0.0%	36.4%	13.6%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	--	--	--	--	46.1%	2.4%	28.2%	21.6%

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.

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	45	45	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	63	64	98.4%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	49	49	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

# Goethe International Charter

Board District: 4 | Region: West | Location Code: 2129

## CA School Dashboard: 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 all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “—” means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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 California School 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																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	415	9.4%	0.8	Increased	Orange	24.3%	Lower	450	7.6%	-1.8	Declined	Green	18.6%	Lower	486	9.9%	2.3	Increased	Orange	17.1%	Lower
African American/Black	47	14.9%	-9.0	Declined	Yellow	36.4%	Lower	67	10.4%	-4.4	Declined	Yellow	31.3%	Lower	83	7.2%	-3.2	Declined	Green	29.8%	Lower
Asian	24	16.7%	16.7	Increased	--	10.1%	--	21	4.8%	-11.9	Declined	--	7.5%	--	21	0.0%	-4.8	Declined	--	6.7%	--
English Learner	65	10.8%	-2.7	Declined	Yellow	26.3%	Lower	62	12.9%	2.1	Increased	Orange	20.1%	Lower	47	14.9%	2.0	Increased	Orange	18.1%	Lower
Latino	103	18.4%	1.9	Increased	Orange	28.4%	Lower	125	15.2%	-3.2	Declined	Yellow	21.7%	Lower	146	23.3%	8.1	Increased	Red	20.1%	Higher
Socioeconomically Disadvantaged	120	19.2%	3.5	Increased	Orange	29.9%	Lower	116	19.0%	-0.2	Maintained	Orange	23.4%	Lower	138	21.0%	2.0	Increased	Red	21.7%	Lower
Students with Disabilities	36	11.1%	0.6	Increased	Orange	33.1%	Lower	51	11.8%	0.7	Increased	Orange	26.3%	Lower	45	20.0%	8.2	Increased	Orange	24.9%	Lower
Two or More	64	6.3%	3.2	Increased	Orange	21.6%	Lower	62	6.5%	0.2	Maintained	Yellow	16.2%	Lower	68	1.5%	-5.0	Declined	Blue	14.9%	Lower
White	171	2.9%	0.3	Maintained	Green	18.5%	Lower	168	1.8%	-1.1	Declined	Blue	13.5%	Lower	166	4.2%	2.4	Increased	Yellow	12.2%	Lower

Data Sources: California School Dashboard Research data files.

# Goethe International Charter

Board District: 4 | Region: West | Location Code: 2129

## CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "-" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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 California School 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																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	421	1.0%	0.7	Increased	Yellow	3.5%	Lower	457	1.8%	0.8	Increased	Orange	3.2%	Lower	492	0.8%	-0.9	Declined	Green	2.9%	Lower
African American/Black	48	4.2%	4.2	Increased	Orange	8.8%	Lower	68	2.9%	-1.2	Declined	Green	8.4%	Lower	83	1.2%	-1.7	Declined	Green	7.7%	Lower
Asian	24	0.0%	0.0	Maintained	--	1.1%	--	21	0.0%	0.0	Maintained	--	1.0%	--	21	0.0%	0.0	Maintained	--	1.0%	--
English Learner	67	1.5%	1.5	Increased	Orange	3.7%	Lower	63	1.6%	0.1	Maintained	Yellow	3.4%	Lower	48	0.0%	-1.6	Declined	Blue	3.2%	Lower
Latino	105	0.0%	0.0	Maintained	Blue	3.8%	Lower	128	3.1%	3.1	Increased	Orange	3.4%	Lower	147	2.0%	-1.1	Declined	Green	3.0%	Lower
Socioeconomically Disadvantaged	122	0.8%	0.8	Increased	Yellow	4.5%	Lower	118	2.5%	1.7	Increased	Orange	4.0%	Lower	139	0.7%	-1.8	Declined	Green	3.6%	Lower
Students with Disabilities	36	0.0%	0.0	Maintained	Blue	5.9%	Lower	51	0.0%	0.0	Maintained	Blue	5.4%	Lower	45	0.0%	0.0	Maintained	Blue	5.0%	Lower
Two or More	64	1.6%	1.6	Increased	Orange	3.3%	Lower	64	0.0%	-1.6	Declined	Blue	3.0%	Lower	69	0.0%	0.0	Maintained	Blue	2.8%	Lower
White	174	0.0%	-0.6	Declined	Blue	2.9%	Lower	169	1.2%	1.2	Increased	Orange	2.6%	Lower	169	0.0%	-1.2	Declined Significantly	Blue	2.4%	Lower

Data Sources: California School Dashboard Research data files.

# Goethe International Charter

Board District: 4 | Region: West | Location Code: 2129

## 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 CDE collects some data on GATE programs through the 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 California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
<b>Enrollment</b>	<b>440</b>	<b>529,902</b>	<b>5,837,690</b>	<b>479</b>	<b>516,685</b>	<b>5,806,221</b>
F/R Meal	23.0%	80.6%	61.6%	25.1%	81.9%	62.7%
GATE	0.5%	11.6%	N/A	1.0%	13.0%	N/A
English Learner	13.9%	20.1%	18.4%	8.6%	18.6%	17.4%
Foster Youth	0.5%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	24.1%	81.3%	62.7%	25.5%	82.4%	63.6%
Students w/ Disabilities	9.1%	14.8%	13.7%	7.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	15.2%	7.3%	4.9%	17.1%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	4.8%	3.4%	9.9%	4.2%	3.3%	10.1%
Filipino	1.1%	1.7%	2.2%	0.4%	1.6%	2.2%
Latino	27.3%	73.8%	56.1%	30.1%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	37.5%	9.8%	20.3%	34.4%	9.7%	20.0%
Two or More Races	14.1%	2.0%	4.6%	13.8%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

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

# Goethe International Charter

Board District: 4 | Region: West | Location Code: 2129

## 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 California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>LTEL 6+ Years</b>	3	2.4%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
<b>At-Risk 4-5 Years</b>	2	1.6%	17,295	7.1%	144,189	7.1%	7	5.1%	15,717	6.7%	136,188	6.8%	7	5.2%	11,406	5.2%	115,009	6.0%
<b>EL 0-3 Years</b>	39	31.7%	60,457	24.7%	505,486	24.8%	45	33.1%	60,574	25.7%	519,651	26.0%	27	20.0%	57,726	26.1%	516,862	26.9%
<b>EL 4+ Years &amp; Not At-Risk or LTEL</b>	11	8.9%	18,850	7.7%	236,319	11.6%	9	6.6%	14,725	6.2%	207,768	10.4%	7	5.2%	13,775	6.2%	178,306	9.3%
EL Total	55	44.7%	114,523	46.8%	1,112,502	54.5%	61	44.9%	106,318	45.0%	1,074,793	53.8%	41	30.4%	95,959	43.3%	1,009,030	52.6%
RFEP	68	55.3%	130,377	53.2%	927,694	45.5%	75	55.1%	129,789	55.0%	924,422	46.2%	94	69.6%	125,465	56.7%	909,298	47.4%
Total Ever EL	123	100.0%	244,900	100.0%	2,040,196	100.0%	136	100.0%	236,107	100.0%	1,999,215	100.0%	135	100.0%	221,424	100.0%	1,918,328	100.0%

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

# Goethe International Charter

Board District: 4 | Region: West | Location Code: 2129

## 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 Local Education Agencies (LEAs). 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. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	440			529,902			479			516,685		
Students with Disabilities	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
<b>Total SWD Enrollment</b>	38	100%	8.6%	78,319	100%	14.8%	38	100%	7.9%	80,505	100%	15.6%
<b>High Incidence</b>	35	92.1%	8%	52,153	66.6%	9.8%	33	86.8%	6.9%	52,412	65.1%	10.1%
<b>Low Incidence</b>	3	7.9%	0.7%	26,162	33.4%	4.9%	5	13.2%	1%	28,084	34.9%	5.4%
Autism	3	7.9%	0.7%	18,713	23.9%	3.5%	5	13.2%	1%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	7	18.4%	1.6%	10,930	14%	2.1%	12	31.6%	2.5%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	13	34.2%	3%	29,615	37.8%	5.6%	13	34.2%	2.7%	29,368	36.5%	5.7%
Speech or Language Impairment	15	39.5%	3.4%	11,608	14.8%	2.2%	8	21.1%	1.7%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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



**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**Board of Education Report**

DESEGREGATION IMPACT STATEMENT (DIS)

GOETHE INTERNATIONAL CHARTER

BOARD OF EDUCATION REPORT 202–25/26

December 16, 2025

**I. Category of Proposed Action:**

The proposed action would renew the charter for six (6) years, beginning July 1, 2026 until June 30, 2032 to serve up to 775 students in grades TK-8 in each year of the charter term.

**II. Summary Description of Current District Practice:**

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state’s classification of High, Middle or Low for a charter school’s performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

**III. Proposed Change:**

The approval of this charter petition would renew the charter of Goethe International Charter for six (6) years beginning July 1, 2026 until June 30, 2032.

**IV. Effects of This Proposal:**

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

**V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:**

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

**VI. If proposed action affects negatively any desegregation program, list other option(s) identified:**

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District’s Court-ordered Integration Program.

PREPARED BY:

Kathleen Di Paola  
Specialist  
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services