



Board of Education Report

File #: Rep-089-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 10/14/2025

Denial of the Renewal Petition for Learning by Design Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:

(Denial of the Renewal Petition for Learning by Design Charter) Recommends denial of the renewal petition for Learning by Design Charter, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 300 students in grades TK-5 in each year of the charter term.

Action Proposed:

Adopt the denial of the renewal charter petition for Learning by Design Charter (“Charter School”), proposed to be located in Board District 1 and Region South, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter. Charter school is requesting to reduce enrollment capacity from 350 to 300 students to align with facility occupancy.

Background:

Learning by Design Charter is a TK-5 school currently serving 106 students on a private facility at 7019 S. Van Ness Ave., Los Angeles, CA, 90047 in Board District 1 and Region South. Learning by Design Charter was originally approved by the LAUSD Board of Education on February 6, 2018. 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 Learning by Design Charter expires June 30, 2026.

On July 18, 2025, Learning by Design 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 October 16, 2025.

An initial Public Hearing was held on September 16, 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 not met the requirements set forth in Education Code sections 47605, 47607 and/or 47607.2 and therefore recommends denial of the renewal petition.

Due Diligence:

Current Learning by Design Charter 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).)

Grounds for Nonrenewal:

Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for Learning by Design Charter and have assessed that the renewal petition application does not meet the criteria for approval. As fully discussed in the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter, based on review of the renewal petition and supporting documentation, staff has determined, Petitioner is unlikely to successfully implement the program set forth in the renewal petition ((Ed. Code, § 47605.); the renewal petition does not contain a reasonably comprehensive description of the 15 elements required for petitions; the charter school has not attained measurable increases in academic achievement school wide and for numerically significant student groups served by the charter school (Ed. Code, §§ 47607 and 47607.2); and the charter school has substantial fiscal and governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:

Denial will prevent Charter School from continuing its operations as a charter school under the authority of the LAUSD Board.

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter, Charter School would not be authorized to continue operating as a charter school under the terms of the authority of the LAUSD Board. Charter School’s current charter expires on June 30, 2026. 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. 089-25/26, 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.

“No” - If the Board does not adopt the recommendation of denial of the charter renewal petition and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter, and instead takes specific action to approve the renewal charter petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2026. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that is consistent with and meets all applicable legal and LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and current Federal, State, District Required Language.

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:

The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a budget impact. If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) Memorandum of Understanding (MOU) (Option 1, 2, or 3) executed by the charter school and the District, if applicable.

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 LAUSD SELPA Option 2. Charter School's fair share contribution for special education will be 20% of the District's general fund contribution rate per Average Daily Attendance (ADA) for the first fiscal year of the charter petition period, which will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources. This formula will increase by 5% for each subsequent fiscal year of the charter petition period until the applicable percentage reaches 35%. For the remainder of the term of Charter School's charter, the rate will remain at 35% of the District's general fund contribution rate for each fiscal year. If Charter School is renewing its charter petition and has reached the 35% fair share contribution rate for special education, Charter School shall continue to contribute at the 35% rate for the full renewal period. If Charter School is renewing and has reached a fair share contribution rate that is less than 35%, Charter School's fair share contribution rate shall continue to increase by 5% per year from the prior year's rate until the applicable percentage reaches 35%. If Charter School does not spend its 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 by 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 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 not met the requirements for charter school approval and therefore recommends denial of the renewal petition.

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 - Learning by Design Charter Data Set

Attachment C - Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter

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/1e7MBWqh8bagc4_KIAIUUGYfUsIGFY5k?usp=sharing

Submitted:

09/19/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

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Senior Executive Director of Strategy
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___ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:

KURT JOHN
Deputy Chief Financial Officer

MARLA WILLMOTT
Director
Charter Schools Division

___ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 089-25/26
October 14, 2025

School Name:	Learning by Design Charter		BOARD IS REQUIRED TO TAKE ACTION BY: October 16, 2025
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Learning by Design Inc.		
Location Code:	7572		
Type of Site(s):	Private		
Site Address(es):	7019 S. Van Ness Ave., Los Angeles, CA 90047		
Board District(s):	1	Region(s):	South
Grade Levels Served:	TK-5	Current Enrollment:	106
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	350 (see proposed change in “Action Proposed” below)
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE’S 2025 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Denial		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Learning by Design Charter (“Learning by Design” or “Charter School”), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 300 students in grades TK-5 in each year of the charter term. The school is requesting to reduce enrollment capacity from 350 to 300 students to align with facility occupancy.

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).)

For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter*, these criteria have been determined 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?

For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter*, these criteria have been determined 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).)

For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter*, these criteria have been determined 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

	Learning by Design Charter
Initial Authorization:	On February 6, 2018, Learning by Design Charter was authorized by the LAUSD Board of Education to serve 350 students in grades TK-5.
Most Recent Renewal	This is the charter school's first consideration for renewal. 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 Learning by Design Charter expires June 30, 2026.

	Learning by Design Charter
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Learning by Design Charter submitted its renewal petition application on July 18, 2025. The 90-day statutory timeline for Board action on the petition runs through October 16, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Learning by Design Charter implements the LAUSD Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Learning by Design Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 2.

B. Charter School Operator

Learning by Design Charter is operated by Learning by Design Inc., a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Learning by Design Charter 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.

Overall, Charter School’s Dashboard performance was lower than the state in ELA, but higher than the state in Math. The charter school provided three years of verified data, demonstrating one year’s progress in the two most recent years. However, the verified data did not include student group data and did not meet participation rates. Further analysis in ELA demonstrated lower outcomes for the charter school when compared to Resident Schools. In addition, when comparing the CAASPP Met or Exceeded rates in ELA, the charter school was lower than the Resident Schools in two of the three years.

Please see the Learning by Design Charter data sets and Verified Data Reports.

- 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 are 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 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Learning by Design Charter

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Very Low	Very Low	Not Applicable	Not Applicable	Very Low	Not Applicable	Low
2022-2023	Yellow	Yellow	Not Applicable	Not Applicable	Red	Not Applicable	Orange
2023-2024	Yellow	Green	Not Applicable	Not Applicable	Red	Not Applicable	Orange

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

- c. English Language Arts Indicator

Please see the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter* for more details.

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

Learning by Design Charter - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Not Met	Very Low	-130.8	Low	-51.7	Lower
Black or African American	Not Met	Very Low	-139.8	Very Low	-106.9	Lower
Socioeconomically Disadvantaged	Not Met	Very Low	-135.0	Low	-84.0	Lower

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

Learning by Design 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)
All Students	Met	Yellow	-62.1	75.1	Orange	-49.1	Lower
Black or African American	Met	Yellow	-62.7	88.4	Red	-104.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-66.8	74.9	Yellow	-80.8	Higher

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

Learning by Design 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)
All Students	Met	Green	-1.9	60.1	Orange	-47.6	Higher
Socioeconomically Disadvantaged	Met	Green	-10.8	56.0	Orange	-78.2	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

ELPI data not reportable due to the low number of English Learners.

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022, on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups. In 2023 and 2024, on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022 and 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. In 2024, the charter school’s percentage of students suspended at least once was higher than the state for All Students, and for two of three 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 2024 and “Not Met” in 2023.

k. Additional Information

For additional context, pursuant to applicable legal and District policy requirements, CSD’s ongoing oversight assesses a school’s performance and utilizes a tiered intervention model when necessary to address and respond to concerns or challenges related to a charter school’s governance, programs, operations, organization, and fiscal management. Accordingly, the District has utilized its tiered intervention model to address and respond to concerns or issues that have occurred during Learning by Design Charter’s charter term. Below are examples of the tiered intervention (“Notices”) that the District has issued Learning by Design to ask the charter school to provide additional information or documents to further assess a concern(s), or request that the charter school take required corrective measures to cure specified actions by the charter school. In response to the Notices, as well as follow-up communications from the CSD, Charter School provided information to share their proposed remediations. The

District's continued engagement in tiered intervention, and the extent of the oversight record, raises concerns.

Date	Type of Notice (NOC or NTC)	Issue/Topic	Resolved (Y/N)
11/14/19	Notice to Cure	Findings of Non-compliance Governance and Operations	Yes
8/3/2020	Notice of Concern	Charter School's weak fiscal condition (reporting negative net assets since its inception, from 2018-2019 through 2020-2021).	Yes (temporarily)
2/23/2021	Notice to Cure	2019-2020 EOY Schoolwide Suspension Rate	Yes
3/1/2021	Notice of Concern	Student Information System (Illuminate)	Yes
7/9/2021	Notice to Cure	Findings of Non-compliance in Governance and Operations	Yes
8/27/2021	Notice to Cure	Findings of Non-compliance in Governance and Operations	Yes
9/24/2021	Notice of Concern	LCAP, Annual Update	Yes
10/11/2021	Follow-Up Letter to the 8/3/2020 Notice of Concern, and Charter School's response	Charter School's negative fiscal condition and low enrollment. Based on the enrollment site visit, the District continues to have concerns regarding Charter School's student enrollment. Additionally, Charter School reported a negative net asset balance of (\$109,908) as of June 30, 2021, based on its Unaudited Actuals submitted to the District.	Yes (temporarily)
2/28/2024	Notice to Cure	2022-2023 EOY Suspension Data	Yes
6/25/2024	Notice of Concern	Charter School's deteriorating fiscal condition and low student enrollment issues.	No
3/31/2025	Notice to Cure	Charter School's deteriorating financial condition/negative unrestricted net assets; and low and continued declining student enrollment.	No
5/19/2025	Notice to Cure	2022-2023 EOY Suspension Data	Yes

Date	Type of Notice (NOC or NTC)	Issue/Topic	Resolved (Y/N)
7/15/2025	Notice of Alleged Violations	Charter School's weak fiscal condition and low and declined student enrollment (recurring issues), ongoing financial sustainability concerns at the charter school.	No

The CSD continues to monitor the school through oversight. Please see the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter* for more details.

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 Learning by Design Charter outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2024-2025 extends from significant fiscal issues.

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Proficient</i>
Concerns	In 2023-2024, Learning by Design Charter earned a rating of <i>Developing</i> based on student academic performance in the CA school Dashboard Indicators.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Unsatisfactory</i>
Concerns	The ratings of <i>Developing</i> in 2023-2024 and <i>Unsatisfactory</i> in 2024-2025 were primarily due to the school's weak and deteriorating financial condition, and low and continued declining student enrollment (recurring issues).

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 for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Charter School provided data from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* in Reading, Language Usage (2022-2023), and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

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. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of “growth events¹” on the reports. In 2024-2025 Charter School had a norm enrollment of 106 students and the NWEA Reading report indicates that the school had 65 growth events and the NWEA Math report had 86 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE’s May 2023 Agenda Item #02, publisher guidance states, “A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”

ELA

Please see the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter* for more details.

MATH

Charter School provided data for Math from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5.

The 2024-2025 data outcomes are represented in the table below disaggregated by grade level showing overall Kindergarten, Grade 2, and Grade 3 Met one year’s progress, but did not include student group data.

MAP Growth Math 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year’s Progress
Kindergarten	11	-0.2 to 0.2	1.01	Met
Grade 1	16	-0.2 to 0.2	-0.51	Not Met
Grade 2	14	-0.2 to 0.2	1.65	Met

¹ Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

MAP Growth Math 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Grade 3	14	-0.2 to 0.2	1.26	Met
Grade 4	*	-0.2 to 0.2	*	*
Grade 5	23	-0.2 to 0.2	-0.54	Not Met

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

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School Met the one year's progress for a majority of grade levels, however, the assessment data does not appear to include at least 95% of eligible students.

Based on the review and consideration of verified data, Learning by Design Charter provided three years of data, including grade levels Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5 in Reading, Language Usage (2022-2023), and Math. However, student group data was not provided in ELA or Math. In all three years, the charter school appears to not have met the 95 percent participation rate based on norm enrollment compared to growth events.

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 verified data that does not include student group reports, and had participation rate concerns, staff determined that the school's ELA requires further review. Please see the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter* for more details.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Learning by Design Charter's fiscal condition is negative.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	(\$124,908) ¹	\$296,158	\$192,365	(\$220,962)	(\$130,261)
Net Income/Loss	\$291,956	\$421,066	(\$103,793) ²	(\$413,327) ³	\$90,702 ⁴
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	131	118	105	112	106

¹The negative net assets of (\$124,098) reported for Fiscal Year 2020-2021 was due to the prior years' deficit spending in the organization's first year of school operation. The school reported net income of \$12,205 and \$291,956 in Fiscal Years 2019-2020 and 2020-2021, respectively. The charter secured

short-term borrowings to aid in cash flow needs and had plans to reduce operating costs in order to end with a surplus for the Fiscal Year 2021-2022.

²According to Learning by Design Charter, the net loss of (\$103,793) reported for Fiscal Year 2022-2023 was primarily due to the lower ADA, higher-than-expected expenses, particularly in Special Education, and a delay in receiving the SB740 funds.

³According to Learning by Design Charter, the net loss of (\$413,327) reported for Fiscal Year 2023-2024 was primarily due to the unanticipated expenses for Special Education services.

⁴Though Charter School projected a net income of \$91K in its 2024-2025 Second Interim Report, Learning by Design Charter projected a net loss of (\$391,340) in its 2024-2025 Unaudited Actuals Report, resulting in a financial decline and a negative net asset balance of (\$612,302) as of June 30, 2025. According to Learning by Design Charter and the CSD's review, the net loss was primarily attributed to unanticipated expenses related to Special Education services coupled with continued declines in student enrollment.

- 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
For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter*.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

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/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.

Student Group	ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	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	91%	48	-89.4	Very Low	-12.2	Lower	98%	51	-67.4	24.3	Increased Significantly	Yellow	-13.6	Lower	98%	54	-11.9	55.5	Increased Significantly	Yellow	-13.2	Higher
African American/Black	87%	36	-102.6	Very Low	-57.7	Lower	100%	34	-70.1	37.1	Increased Significantly	Orange	-59.6	Lower	97%	29	-27.8	42.4	Increased Significantly	--	-58.9	--
Latino	100%	11	-50.0	Low	-38.6	--	95%	16	-53.6	-3.6	Declined	--	-40.2	--	100%	23	13.5	67.1	Increased Significantly	--	-39.3	--
Socioeconomically Disadvantaged	90%	46	-99.3	Very Low	-41.4	Lower	98%	45	-77.6	25.3	Increased Significantly	Orange	-42.6	Lower	98%	45	-18.7	59.0	Increased Significantly	Yellow	-40.9	Higher

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

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/isd/sd/files/enr.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.

Student Group	Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	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	89%	48	-130.8	Very Low	-51.7	Lower	98%	51	-62.1	75.1	Increased Significantly	Yellow	-49.1	Lower	98%	54	-1.9	60.1	Increased Significantly	Green	-47.6	Higher
African American/Black	85%	36	-139.8	Very Low	-106.9	Lower	100%	34	-62.7	88.4	Increased Significantly	Yellow	-104.5	Higher	97%	29	-1.4	61.3	Increased Significantly	--	-102.2	--
Latino	100%	11	-123.9	Very Low	-83.4	--	95%	16	-52.4	71.5	Increased Significantly	--	-80.8	--	100%	23	0.7	53.2	Increased Significantly	--	-79.2	--
Socioeconomically Disadvantaged	90%	46	-135.0	Very Low	-84.0	Lower	98%	45	-66.8	74.9	Increased Significantly	Yellow	-80.8	Higher	98%	45	-10.8	56.0	Increased Significantly	Green	-78.2	Higher

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

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/files/enr.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.

		Student English Language Acquisition Results Summative ELPAC						
		School			State of California			
End Year	Student Group	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 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	--	--	--	--	47.5%	2.8%	31.4%
2023	EL	--	--	--	--	45.7%	2.3%	32.2%
2024	EL	--	--	--	--	43.2%	1.9%	34.4%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternate 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							
		School			State of California				
End Year	Student Group	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	13	13	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	16	17	94.1%	N	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	20	23	87.0%	N	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

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/ls/sd/sd/files/enr.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.

Student Group	Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022						Dashboard 2023						Dashboard 2024						
	Students	Chronic Absenteeism	Status Level	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	124	1.6%	Very Low	30.0%	Lower	126	44.4%	42.8	Increased	Red	24.3%	Higher	129	57.4%	12.9	Increased	Red	18.6%	Higher
African American/Black	75	2.7%	Low	42.9%	Lower	81	42.0%	39.3	Increased	Red	36.4%	Higher	65	52.3%	10.3	Increased	Red	31.3%	Higher
English Learner	15	0.0%	Very Low	33.6%	--	18	66.7%	66.7	Increased	--	26.3%	--	27	74.1%	7.4	Increased	--	20.1%	--
Latino	36	0.0%	Very Low	35.8%	Lower	43	48.8%	48.8	Increased	Red	28.4%	Higher	61	63.9%	15.1	Increased	Red	21.7%	Higher
Socioeconomically Disadvantaged	105	1.9%	Very Low	37.4%	Lower	108	46.3%	44.4	Increased	Red	29.9%	Higher	103	62.1%	15.8	Increased	Red	23.4%	Higher
Students with Disabilities	8	*	*	39.6%	*	7	*	*	*	*	33.1%	*	13	61.5%	--	--	--	26.3%	--
Two or More	12	0.0%	Very Low	25.1%	--	1	*	*	*	*	21.6%	*	2	*	*	*	*	16.2%	*

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

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/ls/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.

Student Group	Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022						Dashboard 2023						Dashboard 2024						
	Students	Suspension Rate	Status Level	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	133	0.8%	Low	3.1%	Lower	127	3.1%	2.4	Increased	Orange	3.5%	Lower	134	6.0%	2.8	Increased	Orange	3.2%	Higher
African American/Black	81	1.2%	Medium	7.9%	Lower	82	4.9%	3.6	Increased	Orange	8.8%	Lower	66	10.6%	5.7	Increased	Red	8.4%	Higher
English Learner	15	0.0%	Very Low	3.2%	--	18	0.0%	0.0	Maintained	--	3.7%	--	29	0.0%	0.0	Maintained	--	3.4%	--
Latino	39	0.0%	Very Low	3.3%	Lower	43	0.0%	0.0	Maintained	Blue	3.8%	Lower	64	1.6%	1.6	Increased	Orange	3.4%	Lower
Socioeconomically Disadvantaged	110	0.9%	Low	4.0%	Lower	109	3.7%	2.8	Increased	Orange	4.5%	Lower	107	6.5%	2.9	Increased	Red	4.0%	Higher
Students with Disabilities	9	*	*	5.4%	*	7	*	*	*	*	5.9%	*	13	23.1%	--	--	--	5.4%	--
Two or More	12	0.0%	Very Low	2.9%	--	1	*	*	*	*	3.3%	*	3	*	*	*	*	3.0%	*

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

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/ls/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.

Student Group	Enrollment by Ethnicity and Student Group					
	2023-2024		2024-2025			
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	115	529,902	5,837,690	114	516,685	5,806,221
F/R Meal	63.5%	80.6%	61.6%	78.1%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	24.3%	20.1%	18.4%	14.9%	18.6%	17.4%
Foster Youth	0.9%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	3.5%	2.1%	3.6%	0.9%	2.7%	4.0%
Socioeconomically Disadvantaged	67.0%	81.3%	62.7%	79.8%	82.4%	63.6%
Students w/ Disabilities	9.6%	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	48.7%	7.3%	4.9%	55.3%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.9%	3.4%	9.9%	0.9%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	48.7%	73.8%	56.1%	42.1%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	1.7%	1.8%	1.1%	1.8%	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/ls/sd/filesenr.asp>

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

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/ds/files/enr.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 Learners	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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	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%	186,853	10.4%
At-Risk 4-5 Years	5	41.7%	17,295	7.1%	144,189	7.1%	1	3.4%	15,717	6.7%	136,188	6.8%	1	5.3%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	6	50.0%	60,457	24.7%	505,486	24.8%	21	72.4%	60,574	25.7%	519,651	26.0%	13	68.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	0	0.0%	18,850	7.7%	236,319	11.6%	6	20.7%	14,725	6.2%	207,768	10.4%	3	15.8%	13,775	6.2%	178,306	9.3%
EL Total	11	91.7%	114,523	46.8%	1,112,502	54.5%	28	96.6%	106,318	45.0%	1,074,793	53.8%	17	89.5%	95,959	43.3%	1,009,030	52.6%
RFEP	1	8.3%	130,377	53.2%	927,694	45.5%	1	3.4%	129,789	55.0%	924,422	46.2%	2	10.5%	125,465	56.7%	909,298	47.4%
Total Ever-EL	12	100.0%	244,900	100.0%	2,040,196	100.0%	29	100.0%	236,107	100.0%	1,999,215	100.0%	19	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/filesitel.asp>

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

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		School		Los Angeles Unified	
	# 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
Total Enrollment		115		529,902		114		516,685				
Students with Disabilities												
Total SWD Enrollment	9	100%	7.8%	78,319	100%	14.8%	9	100%	7.9%	80,505	100%	15.6%
High Incidence	8	88.9%	7%	52,153	66.6%	9.8%	8	88.9%	7%	52,412	65.1%	10.1%
Low Incidence	1	11.1%	0.9%	26,162	33.4%	4.9%	1	11.1%	0.9%	28,084	34.9%	5.4%
Autism	1	11.1%	0.9%	18,713	23.9%	3.5%	1	11.1%	0.9%	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	1	11.1%	0.9%	10,930	14%	2.1%	0	0%	0%	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	4	44.4%	3.5%	29,615	37.8%	5.6%	4	44.4%	3.5%	29,368	36.5%	5.7%
Speech or Language Impairment	3	33.3%	2.6%	11,608	14.8%	2.2%	4	44.4%	3.5%	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).

**FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE
RENEWAL CHARTER PETITION FOR
LEARNING BY DESIGN CHARTER
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT
October 14, 2025

I. INTRODUCTION

On July 18, 2025, Learning by Design Charter (“Charter School” or “Petitioners”) submitted a renewal petition application (“Renewal Petition”) to the Charter Schools Division (“CSD”) of the Los Angeles Unified School District (“LAUSD” or “District”), seeking to renew its charter to serve up to 300 students in grades TK-5 for a five-year term, July 1, 2026, to June 30, 2031. (*See* Exhibit 1, Learning by Design Charter Renewal Petition). Charter School currently operates on a private site (non-District owned facility) at 7019 S. Van Ness Ave., Los Angeles, CA 90047, which is served by Board District 1 and Region South.

Pursuant to the Charter Schools Act (Ed. Code § 47600 *et seq.*) and the adopted *LAUSD Policy and Procedures for Charter Schools* (“LAUSD policy” or “District policy”), LAUSD’s Board of Education (“Board”) has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days following receipt of the renewal petition, the LAUSD Board must hold an initial public hearing to consider the level of support for the renewal petition by teachers employed by the District, other employees of the District, and parents. At the second public hearing, at which the Board will either grant or deny the charter, the petitioner shall have equivalent time and procedures to present evidence and testimony to respond to District staff’s recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition, at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

The District evaluates renewals petitions in accordance with the standards and criteria specified in the Charter Schools Act. Based on a comprehensive review of the Renewal Petition application and the record of performance of Charter School, as described in greater detail below, District staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, 47607.2 and/or 47611.5, and therefore recommends denial of the renewal petition.

II. CRITERIA FOR RENEWAL AND GROUNDS FOR NONRENEWAL

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

While Criterion 1 is similar to the criteria for a new petition, for renewal petitions, there is more information and data regarding past performance since the initial petition for establishment of the charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

- 1) Governance
- 2) Student Achievement and Educational Performance
- 3) Organizational Management, Programs and Operations
- 4) Fiscal Operations

As part of its analysis, the LAUSD Board is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.¹

Criterion 2:

The LAUSD 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" performing. The state will publish an annual list of charter schools and their performance classification.

¹ See LAUSD policy, pp. 28-29.

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. “Measurements of academic performance” refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition should include in its application all evidence and data related to the charter school’s performance on the California School Dashboard.

Middle Performing Charter Schools

For all charter schools that do not meet the High performing or Low performing criteria, the LAUSD Board shall consider the charter school under Middle performing criteria. (Ed. Code, § 47607.2(b)(1).) Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

- (1) The schoolwide performance and performance of all student groups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- (2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- (3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
 - a. The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or
 - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data² and identified an approved list of valid and reliable assessments.³ Staff’s review of Charter School’s submitted materials will be based on verified data sources and related information adopted by the State Board of Education. (Ed. Code, § 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The LAUSD Board may deny a renewal of a Middle performing charter school pursuant to Education Code section 47607.2(b) upon making each of the following written factual findings:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

² “Verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, §47607.2(c)(2).)

³ <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

- (2) The closure of the charter school is in the best interest of the pupils; and
- (3) The decision provided greater weight to the performance on the measurements of academic performance.

When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g., Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the CAASPP as compared to the state averages, California School Dashboard data, four-year cohort graduation rates). A list of Resident Schools is generated, based on students' addresses as reported in CALPADS.

As a Middle performing charter school, if renewed, the chartering authority (LAUSD Board) must grant a renewal for a period of five years. (Ed. Code, § 47607.2(b)(7).)⁴

Criterion 3:

Notwithstanding Criterion 1 and 2, the LAUSD Board will also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the LAUSD Board shall consider whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (*Id.*)

Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the High, Middle, or Low performing criteria, upon a finding that either:

- (1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:
 - (a) Substantial fiscal factors, or
 - (b) Substantial governance factors.

Pursuant to the District Policy, substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities related costs, Prop. 39 over-allocated space reimbursements, etc.). Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

- (2) The charter school is not serving the pupils who wish to attend.

⁴ See LAUSD policy, p. 35.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)⁵

Prior to a nonrenewal determination pursuant to number 1 or 2 noted above, LAUSD shall provide the charter school with at least 30 days' notice of the alleged violation and provide the charter school with a reasonable opportunity to cure the violation, including providing an opportunity for the charter school to present a proposed corrective plan. (Ed. Code, § 47607(e).) After providing notice of the alleged violation and reasonable opportunity to cure the violation, the LAUSD Board may deny a renewal petition if it finds that either:

- 1) The corrective action proposed by the charter school has been unsuccessful, or
- 2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

III. FINDINGS OF FACT IN SUPPORT OF DENIAL OF CHARTER RENEWAL

Based on a comprehensive review of Charter School's Renewal Petition application and Charter School's record of academic and fiscal performance, District staff recommends that the LAUSD Board **deny** the renewal and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for Learning by Design Charter* based on the following ground(s):

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the renewal petition due to substantial fiscal factors. (Ed. Code, § 47607(e).) (Criterion 3)
- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code § 47605(c)(2).) (Criterion 1)
- The Renewal Petition does not contain reasonably comprehensive descriptions of all required elements. (Ed. Code, § 47605(c)(5).) (Criterion 1)
- As a Middle performing charter school, Learning by Design Charter fails to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code § 47607.2(b).) (Criterion 2)

A. Charter School is demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to substantial fiscal factors (Ed. Code § 47607(e)), as indicated by the following findings:

On July 15, 2025, the District issued Charter School a Notice of Alleged Violations ("Notice") pursuant to Education Code section 47607(e). (See Criterion 3 above.) The Notice provided facts to identify substantial fiscal factors and concerns regarding Charter School's weak fiscal condition and fiscal insolvency and outlines the legal bases for corrective actions. The

⁵ See LAUSD Policy, pp. 37-38.

District's Notice also indicated that failing to take corrective actions in response to the Notice could lead to LAUSD's recommended denial of Charter School's renewal petition based on either of the following findings: (1) the corrective action has been unsuccessful; or (2) the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. (Ed. Code, § 47607(e).) Attached herein is a copy of the Notice along with the accompanying documentation. (*See* Exhibit 2, District's Notice of Alleged Violations)

The District requested that Charter School provide a response to the Notice by August 18, 2025, as consistent with the timeline set forth by statute. On August 27, 2025, Charter School responded to the Notice by submitting an updated budget and cash flow projections for the remainder of its charter term, covering Fiscal Year 2025-2026 (based on an enrollment of 175). Charter School's response also included a written statement explaining how the revised financial documents would impact Charter School's instructional program and its ability to meet all of its financial obligations while carrying out school operations, as well as the steps the Charter School's Board would take to monitor the school's fiscal condition. Although Charter School's submitted budget projects a net income of \$238,832 and an ending cash balance of \$269,656, the cash flow projections indicate negative monthly cash balances in 11 of the 12 months, from July 2025 through May 2026. Additionally, based on Charter School's Fiscal Year 2024-2025 Unaudited Actuals negative net assets balance of (\$612,302), Charter School's projected financials would still result in a negative net assets balance at Fiscal Year 2025-2026 year-end. This presents a significant financial concern and leads to the conclusion that Charter School is at high risk of fiscal insolvency, and faces substantial challenges in meeting its day-to-day operational expenses due to the projected cash flow deficiency.

As explained in greater detail below, Charter School has failed to successfully address all relevant corrective actions since 2020-2021, as noted in the District's tiered intervention process. Additionally, and more current, the budget and cash flow projections submitted in August 2025 did not successfully resolve the outstanding fiscal issues identified in the Notice. Moreover, Charter School's most recent financial report (2024-2025 Unaudited Financials) shows a continued financial decline. Thus, Charter School's proposed corrective actions to date (including its response to the Notice) continue to demonstrate that its financial plan has been unsuccessful.

- a. **Weak Fiscal Condition/Negative Net Assets (“Weak fiscal condition” may include, but is not limited to, year-to-year financial fluctuations, significant net losses, and negative net assets in the current or foreseeable future fiscal years.)**

Charter School's fiscal condition is negative based on the most current annual independent audit report. As reflected in the Financial Highlights table below, Charter School reported net losses of (\$103,793) in 2022-2023 and (\$413,327) in 2023-2024, resulting in negative net assets of (\$220,962) as of June 30, 2024. As a result, Charter School did not meet the minimum recommended levels for the fund reserve (reserve for economic uncertainty), cash reserve level, current ratio, and debt ratio for Fiscal Year 2023-2024. Additionally, Charter School's monthly 2024-2025 cash flow projections submitted to the District reflect a need for additional financing, as evidenced by \$300,000 in short-term borrowing from a line of credit. Consequently, the total outstanding loan balance increased to \$410,000 as of May 31, 2025.

Furthermore, Charter School’s 2024-2025 Unaudited Actuals submitted to the District projects a net loss of (\$391,340) and negative net assets of (\$612,302), reflecting a continued financial decline with net losses reported in each of the past three years. Additionally, Charter School is projected *not* to meet any of the District-recommended financial ratio thresholds based on its 2024-2025 Unaudited Actuals. Its current weak fiscal condition and ongoing decline raise significant concerns, as projections indicate a risk of financial insolvency and unsuccessful financial plan.

FINANCIAL HIGHLIGHTS							
Learning by Design Charter	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	(\$429,069)	(\$416,864)	(\$124,908)	\$296,158	\$192,365	(\$220,962)	(\$612,302)
Net Income / (Loss)	(\$429,069)	\$12,205	\$291,956	\$421,066	(\$103,793)	(\$413,327)	(\$391,340)
Transfers In / Out	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$198,636	\$71,447	\$100,619	\$187,002	\$304,256	\$11,450	\$30,824
Unrestricted Net Assets	(\$429,069)	(\$416,864)	(\$124,908)	\$296,158	\$192,365	(\$220,962)	(\$612,302)
Norm Enrollment Reported by the School	35	132	131	118	105	112	106
FINANCIAL RATIO ANALYSIS							
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) 3% - 5% and greater is recommended (depending on the school's ADA)	0.00%	0.00%	0.00%	14.51%	7.91%	0.00%	0.00%
Cash Reserve Level (Cash Balance/Total Expenditures) 5% and greater is recommended	19.02%	4.25%	5.87%	9.16%	12.50%	0.44%	1.17%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) At least 1.2 or 120% is recommended	72.69%	57.56%	81.84%	152.94%	98.89%	42.90%	36.22%
Debt Ratio (Total Liabilities/Total Assets) Lower than 1.0 or 100% is recommended	252.21%	191.50%	130.90%	63.79%	77.33%	140.20%	264.52%
Note: The ratios highlighted in yellow in the table above indicate the Charter School did not meet the recommended ratios.							

b. Charter School’s Historically Low and Declining Student Enrollment Trend

Charter School’s historically low and declining student enrollment trend raises concerns as to its ability to improve its negative fiscal condition. This trend may further exacerbate financial challenges, as the Local Control Funding Formula (“LCFF”) revenue is directly tied to enrollment and Average Daily Attendance (“ADA”).

Charter School’s reported Norm Enrollment was 131, 118, 105, 112, and 106 students for Fiscal Years 2020-2021 through 2024-2025, respectively. This reflects a cumulative decrease of 25 students (or 19.1%) since Fiscal Year 2020-2021 and a one-year decline of 6 students (or 5.4%) in Fiscal Year 2024-2025. Charter School’s reported Norm Enrollment for Fiscal Year 2024-2025 is 106 students, which is 244 students (or approximately 69.7%) below its approved enrollment capacity in Charter

School’s operative charter (i.e., 350 students). Additionally, Charter School reported 2024-2025 P-1 ADA of 101.87 and P-2 ADA of 106.96, respectively.

The tables below summarize Charter School’s projected enrollment in its operative charter and its Norm Enrollment since Fiscal Year 2020-2021, reflecting that Charter School has been under-enrolled for four of the five fiscal years. Historically low and declining student enrollment further undermines Charter School’s financial plan, as reduced enrollment directly decreases revenue, making its plan and corrective actions unsuccessful, and thus, heightening the risk of fiscal insolvency.

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK/K	100	100	100	100	100
1	50	50	50	50	50
2	50	50	50	50	50
3	50	50	50	50	50
4		50	50	50	50
5			50	50	50
Total Projected Enrollment (A)	250	300	350	350	350

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK*			5	7	3
K*	17	16	11	15	12
1	24	18	13	19	18
2	20	22	16	15	16
3	19	21	25	15	16
4	28	16	18	25	12
5	23	25	17	16	29
Total Enrollment (B)	131	118	105	112	106
Increase/(Decrease) in the # of Students Enrollment from Prior Year	N/A	(13)	(13)	7	(6)

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
% Increase/(Decrease) in the # of Students Enrollment from Prior Year	N/A	(9.9%)	(11.0%)	6.7%	(5.4%)
Under-Enrollment (Enrollment Rollout Plan vs Norm Day Enrollment)_ (B)-(A)	(119)	(182)	(245)	(238)	(244)

*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts include the TK counts for the school years prior to 2022-2023.

See District staff’s analysis of Charter School’s current enrollment in section B below.

c. Ongoing Financial Sustainability Concerns at Charter School

Due to the anticipated impact of Charter School’s current financial trajectory on the sustainability of its operations—along with ongoing fiscal concerns related to its deteriorating financial condition, negative unrestricted net assets, and historically low and declining student enrollment—the District has engaged in tiered intervention and issued multiple notices to Charter School relating to the foregoing. (See the summary table below.) The District first issued a Notice of Concern on August 3, 2020, followed by a second Notice of Concern on June 25, 2024, citing Charter School’s

weak financial condition and low and declining enrollment. Although Charter School temporarily addressed the concerns identified in these notices at the time, the same or similar issues have since resurfaced and continue to persist. The District remains concerned about Charter School’s ability to maintain a positive net assets balance and its ongoing reliance on borrowed funds to sustain adequate cash flow.

Most recently, on March 31, 2025, the District issued a Notice to Cure, requiring immediate action by Charter School’s governing board (“Charter School Board”) to address the ongoing fiscal and enrollment challenges. On April 21, 2025, the Charter School Board submitted a response that included a revised budget and cash flow projections for Fiscal Years 2024-2025 and 2025-2026. In reviewing Charter School’s response and submitted budget and cash flow projections, the District notes that Charter School’s assumptions include an enrollment of 132 students and ADA of 126.72 for Fiscal Year 2024-2025. However, Charter School’s monthly classification reports submitted to the District show actual enrollments of 121 and 118 students for months nine and ten (April and May 2025), respectively.

Given Charter School’s historical enrollment trends, its current revenue projections appear unrealistic and unreasonable, raising concerns about the overall reliability of the revised budget submitted to the District. As noted above, the Fiscal Year 2024-2025 Unaudited Actuals further substantiate these concerns regarding Charter School’s financial condition. Consequently, Charter School’s budget and cash flow projections lack credibility, do not reflect a viable financial or corrective action plan. This raises serious concerns about Charter School’s ability to remain fiscal solvent and meet its operational obligations.

As discussed above, in response to the ongoing oversight concerns since Charter School’s inception, the District issued multiple fiscal-related notices, summarized below.

Date	Type of Notice (NOC or NTC)	Issue/Topic	Resolved (Y/N)
8/3/2020	Notice of Concern	Charter School’s weak fiscal condition (reporting negative net assets since its inception, from 2018-2019 through 2020-2021).	Yes (temporarily)
10/11/2021	Follow-Up Letter to the 8/3/2020 Notice of Concern, and Charter School’s response	Charter School’s negative fiscal condition and low enrollment. Based on the enrollment site visit, the District continues to have concerns regarding Charter School’s student enrollment. Additionally, Charter School reported a negative net asset balance of (\$109,908) as of June 30, 2021, based on its Unaudited Actuals submitted to the District.	Yes (temporarily)

Date	Type of Notice (NOC or NTC)	Issue/Topic	Resolved (Y/N)
6/25/2024	Notice of Concern	Charter School’s deteriorating fiscal condition and low student enrollment issues.	No
3/31/2025	Notice to Cure	Charter School’s deteriorating financial condition/negative unrestricted net assets; and low and continued declining student enrollment.	No
7/15/2025	Notice of Alleged Violations	Charter School’s weak fiscal condition and low and declined student enrollment (recurring issues), ongoing financial sustainability concerns at the charter school.	No

Charter School’s responses to the recent Notices issued in 2024 and 2025 do not appear to present a viable and realistic path to long-term fiscal solvency or enrollment growth/stability. The ongoing and unresolved nature of these issues/factors demonstrates that Charter School’s financial plans and corrective actions have been unsuccessful, making it demonstrably unlikely to successfully implement its educational program during the proposed charter term.

d. Lack of Fiscal Management Capacity and Governing Board Oversight

Charter School has demonstrated both a lack of fiscal management capacity and inadequate financial oversight by its governing board. Charter School’s Board is ultimately responsible to ensure that Charter School operates in a fiscally sound manner and maintains an appropriate fiscal management system. To date, Charter School has failed to implement effective financial oversight and/or take appropriate corrective actions in response to its ongoing fiscal and enrollment issues. This combination of weak fiscal management and insufficient governance oversight has significantly contributed to Charter School’s financial distress, as reflected in its negative net assets, continued reliance on short-term borrowing, and unrealistic financial projections. Charter School’s response to the Notice dated July 15, 2025, above did not include supporting evidence of review or approval by Charter School Board prior to submission, highlighting a lack of governance board oversight over significant fiscal concerns raised by the District. These ongoing deficiencies provide supporting evidence that Charter School has not taken appropriate corrective actions to address its financial issues and is demonstrably unlikely to successfully implement the educational program described in its renewal petition due to substantial fiscal factors.

The findings outlined above (subsections a, b, c, and d)—including Charter School’s weak financial condition since inception, recurring negative fund balances over the past two school years, ongoing financial decline, historically low and declining student

enrollment, unreliable budget and cash flow projections, and weak fiscal management and insufficient board oversight over significant fiscal concerns raised by the District—present a serious financial risk. These factors suggest that the school faces a high risk of insolvency and may struggle to cover its day-to-day operational expenses due to the projected cash flow shortfall. District staff recommends that the LAUSD Board deny the Renewal Petition for Charter School. Staff’s recommendation is based on supporting evidence that the corrective actions proposed by Charter School have been unsuccessful and the Petitioners are demonstrably unlikely to successfully implement the program set forth in the renewal petition due to substantial fiscal factors. These factors, which have been repeatedly raised and documented (including the Notice) throughout Charter School’s current charter term via LAUSD’s tiered oversight process, remain unresolved and significantly undermine Charter School’s ability to sustain and deliver a stable and effective educational program.

B. Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition (Ed. Code § 47605(c)(2)), as indicated by the following findings:

In evaluating whether a petitioner is demonstrably unlikely to successfully implement⁶ the program set forth in the renewal petition, the LAUSD Board assesses a variety of factors. (See LAUSD policy, pgs. 12-13.) Based on the grounds and analyses set forth below, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

a. Unreasonable Petition Budget and Cash Flow Projections

Petitioners have presented an unreasonable and unrealistic financial plan in support of Charter School’s Renewal Petition application:

- The budget submitted with the renewal petition relies on overly optimistic enrollment assumptions and revenue projections that are not supported by Charter School’s historical performance trends. Despite a consistent pattern of under-enrollment and a multi-year decline in student numbers (as described in the “Charter School’s Historically Low and Declining Student Enrollment Trend” section above), Charter School projects a significant enrollment increase. Petitioners did not provide a comprehensive evidence-based plan detailing how Charter School intends to achieve the increased enrollment projections for the current year and the upcoming charter term, which directly drive the projected revenue increases. As a result, given Charter School’s current negative financial condition—a fund balance of (\$612,302) according to the 2024-2025 Unaudited Actuals report—it is unlikely that Charter School will meet its financial projections. This, in turn, jeopardizes its ability to meet its financial obligations, sustain operations, and successfully implement its educational program throughout the charter term.

⁶ The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.

Charter School’s five-year cash flow budget projections, submitted with the Renewal Petition, are based on the following projected student enrollment:

ENROLLMENT ROLLOUT PLAN						
LbD will begin the school year in August 2025 with 175 students in TK-5th grades, adding approximately 21 - 26 students each year until reaching full capacity at 300 students in grades TK/K-5 by 2030-31. While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter:						
+						
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
TK	25	40	42	45	47	48
Kinder	25	26	50	45	47	48
Grade 1	25	26	26	50	47	48
Grade 2	25	26	26	27	52	50
Grade 3	25	26	26	27	27	52
Grade 4	25	26	26	27	27	27
Grade 5	25	26	26	27	27	27
Total	175	196	222	248	274	300

Charter School projects 175 students for Fiscal Year 2025-2026 in the budget submitted with its Renewal Petition, which represents a 65% increase in enrollment from the previous year (i.e., 106 per the Fiscal Year 2024-2025 Norm Enrollment data). For 2026-2027, Charter School projects 196 students, representing a 12% increase from the 2025-2026 projection. It is important to note that Charter School has experienced an accumulated enrollment decline of 25 students (19.1%) since Fiscal Year 2020-2021, based on the past five years of Norm Enrollment data. Over the past three years, Charter School’s actual enrollment has averaged 107 students. Its enrollment projections appear unrealistic, raising concerns that the budget for the renewal charter term may likely be unrealistic and unreasonable.

The Pupil Estimates for New or Significantly Expanding Charter Schools (“PENSEC”) report submitted to the District on July 14, 2025, projects a student enrollment of 175, including the reasoning as: “A local charter school closed as of June 30, 2025. They had 300 students enrolled and 30% of those displaced students have already enrolled into Learning by Design Charter School.” Based on District staff’s student count at the school site on August 28, 2025, 165 students were present, and Charter School reported 17 students absent. While the current enrollment for Fiscal Year 2025-2026 (final year of the current term) is relatively closer to Charter School’s projection, which increases from 175 to 300 students for Fiscal Year 2025-2026 through 2030-2031—an increase of over 71% in the five-year renewal charter term—appear overly optimistic and unrealistic, given the historical enrollment trends of both Charter School and the District. Though Charter School’s enrollment showed

an increase in Fiscal Year 2025-2026, past trends suggest that Charter School may struggle to sustain or further increase enrollment in the renewal charter term. This raises concerns that the budget submitted for the renewal charter term may likewise be unrealistic and unreasonable.

- The comparison between Charter School's 2025-2026 Preliminary Budget, submitted to the District in June 2025, and the 2025-2026 budget submitted with the renewal petition in July 2025, shows significant variances—including a 23% increase in total revenue and a 191% increase in net income in the budget submitted with the renewal petition. Given the short timeline between these two submissions, these discrepancies raise serious concerns about the reasonableness and credibility of the submitted budget, particularly with respect to Charter School's solvency.
- Based on staff's review, the renewal petition projects a beginning cash balance of \$605,298 for Fiscal Year 2025-2026, which is based on the Charter School's May 2025 monthly cash flow report. This projection is based on substantial revenue for June 2025 and appears unrealistic and unreasonable, especially given Charter School's history of overestimating June revenues compared with actual amounts received in prior years. As evidenced by Charter School's Fiscal Year 2024-2025 Unaudited Actuals, submitted in August 2025, the reported cash balance of \$30,824 as of June 30, 2025, presents a significant variance from the \$605,298 cash balance reported to the District in July 2025, as noted above.
- Additionally, the submitted Renewal Petition budget and cash flow projections contain apparent errors or inconsistencies. The District's review of the cash flow projections identified a discrepancy in the projections for Fiscal Years 2029–2030 and 2030–2031. Specifically, the beginning cash balance for Fiscal Year 2029–2030 does not align with the ending cash balance projected for Fiscal Year 2028–2029. These inconsistencies significantly affect the projected cash balances in the subsequent years and raises concerns about the overall reliability of the cash flow projections. As a result, the submitted budget and cash flow projections appear inaccurate and fiscally unreliable.
- Based on staff's review, the cash flow projections submitted with the renewal petition does not account for any financing activity related to Charter School's line of credit, which carried an outstanding balance of \$410,000 as of May 31, 2025. According to Charter School's May 2025 monthly financial report, a partial repayment of \$290,000 was projected to be made in June 2025. However, this payment is not reflected in the budget or cash flow projections submitted with the renewal petition, and it remains unclear whether the payment was made, as well as the current status or remaining balance of the line of credit.

Therefore, as established above, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

C. The Renewal Petition does not contain reasonably comprehensive descriptions of all required elements. (Ed. Code, § 47605 (c)(5).) (Criterion 1)

A renewal petition must contain a reasonably comprehensive description of each of the 15 elements required by Education Code section 47605(c)(5). Reasonably comprehensive descriptions are expected to be substantive, address all aspects of the elements, and be specific to the renewal petition being proposed. The Renewal Petition does not contain reasonably comprehensive descriptions in compliance with the law, as discussed in greater detail below. (*See* Exhibit 1, Learning by Design Charter Renewal Petition)

a. Educational Program (Element 1)

The Renewal Petition fails to describe how Charter School's educational program will fully support the needs of its students. More specifically, the Local Control Funding Formula (LCFF) tables do not contain descriptions of all the State's Priorities. The narrative does not contain the required allocation for Designated English Language Development time for English Learners.

b. Description of the Charter School's Governance Structure (Element 4)

The Renewal Petition does not provide an adequate description of the governance structure including what constitutes a quorum for governing board action.

c. Description of the Charter School's Admission Policies and Procedures (Element 8)

The Renewal Petition does not adequately identify and explain Charter School's lottery preferences and procedures and fails to include any supporting rationale, methods of communication, open enrollment periods, and priority criteria.

d. Description of the Charter School's Student Suspension and Expulsion Procedures (Element 10)

The Renewal Petition fails to address due process for suspensions and expulsions, tiered behavior intervention, Restorative Justice Practices, and alternatives to suspensions.

D. Learning by Design Charter failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code § 47607.2(b).) (Criterion 2)

Charter School has been identified by the California Department of Education (CDE) as a Middle performing charter school.⁷ While giving greater weight to Charter School's performance on the measurements of academic performance, the District staff finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School, and that closure of Charter School is in the best interest of pupils.

⁷ The list of charter schools and their respective performance categories, as determined by the criteria outlined in AB 1505, published by CDE's Charter Schools Division is available at <https://www.cde.ca.gov/sp/ch/cspperformcategory.asp>.

1. Academic Performance Analysis

a. California School Dashboard English Language Arts Indicator

In 2022 and 2023 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 numerically significant student groups. In 2024 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups. Overall, the charter school performed lower than the state in ELA. (See Exhibit 3, Learning by Design ELA California Dashboard Data Set).

Learning by Design Charter - 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)
All Students	Not Met	Very Low	-89.4	Low	-12.2	Lower
Black or African American	Not Met	Very Low	-102.6	Low	-57.7	Lower
Socioeconomically Disadvantaged	Not Met	Very Low	-99.3	Low	-41.4	Lower

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

Learning by Design 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)
All Students	Met	Yellow	-67.4	24.3	Orange	-13.6	Lower
Black or African American	Met	Orange	-70.1	37.1	Orange	-59.6	Lower
Socioeconomically Disadvantaged	Met	Orange	-77.6	25.3	Orange	-42.6	Lower

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

Learning by Design 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)
All Students	Met	Yellow	-11.9	55.5	Orange	-13.2	Higher
Socioeconomically Disadvantaged	Met	Yellow	-18.7	59.0	Orange	-40.9	Higher

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

2. Charter School's Verified Data Does Not Provide Clear and Convincing Evidence of Measurable Increases in Academic Achievement.

In addition to considering the schoolwide performance and performance of numerically significant student groups of pupils served by Charter School on both the state and local indicators on the California School Dashboard, and providing greater weight to the performance on measurements of academic performance on the Dashboard as part of the renewal consideration, the District must

also consider clear and convincing evidence, *demonstrated by verified data*, showing that Charter School achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

Charter School provided data from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* in Reading, Language Usage (2022-2023), and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

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. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of “growth events⁸” on the reports. In 2024-2025 Charter School had a norm enrollment of 106 students and the NWEA Reading report indicates that the school had 65 growth events (61.3%) In 2023-2024 and 2022-2023, the participation rates were approximately, 65.2% and 70.5%, respectively. Thus, the assessment data for all three years does not appear to include at least 95% of eligible students.

Per the California SBE’s May 2023 Agenda Item #02, publisher guidance states, “A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”

**English Language Arts
Reading**

Charter School provided data for 2022-2023, 2023-2024 and 2024-2025 (Fall to Spring administration) for Grade Levels Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5. Charter School did **not** provide student group reports for consideration as verified data. (See Exhibit 4, Learning by Design Charter NWEA Reading Verified Data)

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 1 and Grade 2 Met one year’s progress.

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year’s Progress
Kindergarten	*	-0.2 to 0.2	*	*
Grade 1	14	-0.2 to 0.2	0.41	Met
Grade 2	13	-0.2 to 0.2	0.94	Met
Grade 3	14	-0.2 to 0.2	-0.33	Not Met

⁸ Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Grade 4	*	-0.2 to 0.2	*	*
Grade 5	*	-0.2 to 0.2	*	*

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

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA's CGI range of -0.2 to 0.2, Charter School Met the one year's progress for a majority of grade levels.

English Language Arts Language Usage

Charter School provided data for Language Usage from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023 (Fall to Spring administration) for Grades Grade 2, Grade 3, Grade 4 and Grade 5. Based on NWEA's CGI range of -0.2 to 0.2, Charter School did not meet the one year's progress for a majority of grade levels, and the participation rate was approximately 51.4%, which is significantly less than at least 95% of eligible students. Charter School did **not** provide student group reports for consideration as verified data. (See Exhibit 5, Learning by Design Charter NWEA Language Usage Verified Data)

3. Closure of Charter School is in the best interest of pupils.

The District weighed various factors in determining whether closure of Charter School is in the best interests of students. Following consideration of Charter School's schoolwide performance and performance of its numerically significant student groups on the Dashboard, while providing greater weight to performance on measurements of academic performance, and considered the lack of clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, especially in ELA, defined as one year's progress for each year of the school, the District conducted a further analysis and has also considered the performance of Resident Schools where students may otherwise attend, and determined that non-renewal and closure of Charter School is in the best interest of its students.

The District's consideration included a comparison to Resident Schools' performance on the measurements of academic performance, including California School Dashboard data and California Assessment of Student Performance and Progress (CAASPP). 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 in comparison to the Resident Schools Median (RSM).⁹ (See Exhibit 6, Learning by Design Charter 3 year RSM Data Set).

⁹ 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.

a. Resident School Medians CA School Dashboard Indicator Student Group Comparison Analysis

English Language Arts RSM

As reflected in the tables below, in 2022 and 2023, Learning by Design Charter was lower than the RSM for All Students, and for a majority of numerically significant student groups. In 2024, Learning by Design Charter was higher than the RSM for All Students and for its one numerically significant student group.

Learning by Design Charter 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	48	Very Low	-89.4	430	Low	-55.9	Lower
Black or African American	36	Very Low	-102.6	124	Low	-76.7	Lower
Socioeconomically Disadvantaged	46	Very Low	-99.3	407	Low	-57.2	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Learning by Design Charter 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	51	Yellow	-67.4	430	Orange	-54.4	Lower
Black or African American	34	Orange	-70.1	134	Orange	-83.2	Higher
Socioeconomically Disadvantaged	45	Orange	-77.6	405	Orange	-55.4	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Learning by Design Charter 2023-2024 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	54	Yellow	-11.9	454	Yellow	-48.1	Higher
Socioeconomically Disadvantaged	45	Yellow	-18.7	425	Yellow	-49.7	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

b. California School Dashboard Chronic Absenteeism Indicator

In 2022, on the Chronic Absenteeism Indicator, Charter School's rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups. However, in 2023 and 2024, the charter school's rate was higher than the state for All Students, and for all numerically

significant student groups. Of particular concern is that the data in 2024 demonstrates increases for All Students and all numerically significant students groups. Furthermore, All Students increased from 1.6% in 2022 to 57.4% in 2024. The percentage of chronically absent students by student group is also concerning, ranging from 52.3% to 74.1%. For the last two years, the number of students who were absent 10% or more of the school year at Learning by Design was substantial.

Chronio Absenteeism - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	Chronio Absenteeism	Status Level	State Chronio Absenteeism	School vs State	Students	Chronio Absenteeism	Change	Change Level	Color	State Chronio Absenteeism	School vs State	Students	Chronio Absenteeism	Change	Change Level	Color	State Chronio Absenteeism	School vs State
All Students	124	1.6%	Very Low	30.0%	Lower	125	44.4%	42.8	Increased	Red	24.3%	Higher	129	57.4%	12.9	Increased	Red	18.6%	Higher
African American/Black	75	2.7%	Low	42.9%	Lower	81	42.0%	39.3	Increased	Red	36.4%	Higher	65	52.3%	10.3	Increased	Red	31.3%	Higher
English Learner	15	0.0%	Very Low	33.6%	--	18	66.7%	66.7	Increased	--	26.3%	--	27	74.1%	7.4	Increased	--	20.1%	--
Latino	36	0.0%	Very Low	35.8%	Lower	43	48.8%	48.8	Increased	Red	28.4%	Higher	61	63.9%	15.1	Increased	Red	21.7%	Higher
Socioeconomically Disadvantaged	105	1.9%	Very Low	37.4%	Lower	108	46.3%	44.4	Increased	Red	29.9%	Higher	103	62.1%	15.8	Increased	Red	23.4%	Higher
Students with Disabilities	8	*	*	39.6%	*	7	*	*	*	*	33.1%	*	13	61.5%	--	--	--	26.3%	--
Two or More	12	0.0%	Very Low	25.1%	--	1	*	*	*	*	21.6%	*	2	*	*	*	*	16.2%	*

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

c. CAASPP Standard Met or Exceeded Analysis

English Language Arts RSM

The review of the CAASPP Standard Met or Exceeded data for RSM indicates that Learning by Design Charter performed lower than the RSM in 2022 and 2023, and higher in 2024.

Learning by Design Charter English Language Arts/Literacy									
Grade	2021-2022 Charter Standard Exceeded and Standard Met %	2021-2022 Resident Schools Median Standard Exceeded and Standard Met %	2021-2022 Charter to Resident Comparison	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison
3	14.3	23.9	Lower	21.7	23.5	Lower	56.2	31.2	Higher
4	23.1	27.1	Lower	0.0	23.5	Lower	31.0	18.2	Higher
5	9.1	26.2	Lower	46.7	28.6	Higher	47.4	29.5	Higher

IV. RECOMMENDATION

Based on the foregoing, District staff recommends that the LAUSD Board deny Charter School's Renewal Petition. The recommendation for denial is based on findings that Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to substantial fiscal factors; and the petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition; and Charter School does not meet the criteria for renewal as a Middle performing charter school based on failure to meet or make sufficient progress towards meeting standards that provide a benefit to pupils of Charter

School. Additionally, the recommendation for denial is based on District staff findings that the Renewal Petition does not contain reasonably comprehensive descriptions of all fifteen required elements.

In order to deny the Renewal Petition on the grounds set forth above, the LAUSD Board must make written findings setting forth specific facts to support the denial of the renewal petition. (Ed. Code § 47605(c); Ed. Code, § 47607(e); Ed. Code, §47607.2(b)(6).) Should the LAUSD Board decide to deny renewal of the Charter School's charter, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter* as the Board's written findings of fact in support of the denial.

Exhibits available for perusal at the following link:

<https://drive.google.com/drive/folders/1Az2JXVix7y13CliHJn0Rjb2OZXbDqK0W?usp=sharing>