



Board of Education Report

File #: Rep-094-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 10/14/2025

Approval of the Renewal Petition for Vaughn Next Century Learning Center [PUBLIC HEARING]
Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Vaughn Next Century Learning Center) Recommends approval of the renewal petition for Vaughn Next Century Learning Center, with benchmarks, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 3,220 students in grades TK-12 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Vaughn Next Century Learning Center (“Charter School”), with benchmarks in the area of academics, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve to up to 3,220 students in grades TK-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Vaughn Next Century Learning Center is a K-12 span school currently serving 2,638 students on three private sites and a District site through a sole occupancy agreement, in Board District 6 and Region North. The private sites are located at (1) 13421 Vaughn Street, San Fernando, CA, 91340; (2) 11200 Herrick Avenue, Pacoima, CA, 91331; and (3) 11505 Herrick Avenue, Pacoima, CA 91331. The District site is located at 13330 Vaughn Street, San Fernando, CA, 91340. Vaughn Next Century Learning Center was originally approved by the LAUSD Board of Education in 1993. On January 9, 2018, the charter school was renewed for a five-year term to serve 3,220 students in grades TK-12. 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 Vaughn Next Century Learning Center expires June 30, 2026.

On July 18, 2025, Vaughn Next Century Learning Center 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 met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

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

Statutory Framework and Criteria for Renewal:

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

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

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

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

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

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

“No” - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 094-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:

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

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school’s fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school’s LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school’s charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School’s fair share contribution to special education will be 10% of the charter school’s AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School’s Local Control Funding Formula (“LCFF”) funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

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 - Vaughn Next Century Learning Center Data Set
Attachment C - Desegregation Impact Statement

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

https://drive.google.com/drive/folders/1rHC46Rm73SUMONS10wbzQJM_PqZhie9v?usp=drive_link

Submitted:

09/18/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

___ 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.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 094-25/26
 October 14, 2025

School Name:	Vaughn Next Century Learning Center		BOARD IS REQUIRED TO TAKE ACTION BY: October 16, 2025
Type of Charter School:	Conversion Independent Charter School		
Charter Operator	Vaughn Next Century Learning Center		
Location Code:	7452		
Type of Site(s):	(1) Private (2) Private (3) Sole Occupancy (4) Private		
Site Address(es):	(1) 13421 Vaughn Street, San Fernando, CA 91340 (2) 11200 Herrick Avenue, Pacoima, CA 91331 (3) 13330 Vaughn Street, San Fernando, CA 91340 (District Campus) (4) 11505 Herrick Avenue, Pacoima, CA 91331		
Board District(s):	6	Region(s):	North
Grade Levels Served:	TK-12	Current Enrollment:	2,638
Grade Levels Authorized in Current Charter:	TK-12	Approved Enrollment in Current Charter:	3,220
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Approval with benchmarks for a five (5)-year term (2026-2031)		

PROPOSED BENCHMARKS:	<p>The following benchmarks are proposed for Vaughn Next Century Learning Center for the 2026-2031 charter term:</p> <ol style="list-style-type: none"> 1. In each year of the charter term, the school shall demonstrate academic growth in Math for English Learners as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 2. In each year of the charter term, the school shall demonstrate academic growth in Math for Homeless Youth as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 3. In each year of the charter term, the school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. <p>As part of ongoing oversight, the District will review the charter school’s performance at its annual oversight visit to determine any appropriate actions, including consideration of the school’s progress upon submission of a renewal petition at the end of the term of the charter.</p>
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STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval with benchmarks of the renewal petition for Vaughn Next Century Learning Center (“Vaughn” or “Charter School”), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 3,220 students in grades TK-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
These criteria have been determined not to be bases for denial.
- Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
These criteria have been determined not to be bases for denial.
- Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

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

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Vaughn Next Century Learning Center
Initial Authorization:	In 1993, Vaughn Next Century Learning Center was authorized by the LAUSD Board of Education.
Most Recent Renewal	<p>The charter was renewed on January 9, 2018, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 3,220 students in grades TK-12.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Vaughn Next Century Learning Center expires June 30, 2026.</p>

	Vaughn Next Century Learning Center
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Vaughn Next Century Learning Center submitted its renewal petition application on July 18, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Vaughn Next Century Learning Center implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Vaughn Next Century Learning Center participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Vaughn Next Century Learning Center is a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Vaughn Next Century Learning Center 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 higher than the state in ELA and on the College/Career Indicator (CCI), but lower in Math and on the English Learner Progress Indicator (ELPI). The charter school provided verified data in both ELA and Math. In ELA, the submitted verified data demonstrated one year’s progress for All Students, and for the majority of student groups, however the student group data was provided only for 2024-2025. In Math, the two years verified data (2023-2024 and 2024-2025) demonstrated one year’s progress for All Students and for the majority of grade levels and for the majority of student groups.

Please see the Vaughn Next Century Learning Center 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.

Vaughn Next Century Learning Center Dashboard Indicators

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

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

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for three of five numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of five numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for four of six numerically significant student groups.

Vaughn Next Century Learning Center - 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	Met	Low	-32.9	Low	-12.2	Lower
Latino	Met	Low	-33.1	Low	-38.6	Higher
English Learner	Met	Very Low	-71.3	Low	-61.2	Lower
Homeless Youth	Met	Low	-46.2	Low	-62.9	Higher
Socioeconomically Disadvantaged	Met	Low	-34.1	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-99.4	Very Low	-97.3	Lower

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

Vaughn Next Century Learning Center - 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	Orange	-39.6	-6.8	Orange	-13.6	Lower
Latino	Met	Orange	-39.4	-6.3	Orange	-40.2	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
English Learner	Met	Red	-88.8	-17.5	Orange	-67.7	Lower
Homeless Youth	Met	Orange	-45.2	0.9	Orange	-67.9	Higher
Socioeconomically Disadvantaged	Met	Orange	-40.9	-6.8	Orange	-42.6	Higher
Students with Disabilities	Met	Red	-111.3	-11.9	Red	-96.3	Lower

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

Vaughn Next Century Learning Center - 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	-34.0	5.6	Orange	-13.2	Lower
Latino	Met	Yellow	-35.0	4.4	Orange	-39.3	Higher
English Learner	Met	Orange	-79.6	9.2	Orange	-67.6	Lower
Long Term English Learner	Met	Orange	-106.0	6.6	Red	-109.6	Higher
Homeless Youth	Met	Orange	-54.8	-9.6	Red	-70.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-35.2	5.7	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-106.3	5.1	Red	-95.6	Lower

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

d. Math Indicator

In 2022 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for four of five 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 three of five numerically significant student groups. In 2024 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for three of six student groups.

As noted above, staff is recommending a benchmark in Math for the English Learner, Homeless Youth, and Students with Disabilities student groups. In order to increase student outcomes in Math, the charter school leaders report focusing on classroom walkthroughs, professional development through UCLA Center X and a two-day Math lab training for high school Math teachers. Additional supports include ongoing coaching focused on Math discourse, language scaffolds, co-teaching strategies, and the use of manipulatives and technology to address diverse learning needs. Teachers and administrators monitor progress through data-driven assessments to guide responsive instruction. Student supports also extend to after-school tutoring and counseling to address social-emotional needs.

Vaughn Next Century Learning Center - 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	Met	Low	-84.2	Low	-51.7	Lower
Latino	Met	Low	-84.3	Low	-83.4	Lower
English Learner	Met	Very Low	-105.2	Low	-92.0	Lower
Homeless Youth	Met	Low	-92.3	Very Low	-101.8	Higher
Socioeconomically Disadvantaged	Met	Low	-85.9	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-147.3	Very Low	-130.8	Lower

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

Vaughn Next Century Learning Center - 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	-73.3	10.8	Orange	-49.1	Lower
Latino	Met	Yellow	-73.5	10.8	Orange	-80.8	Higher
English Learner	Met	Red	-104.1	1.1	Orange	-93.4	Lower
Homeless Youth	Met	Yellow	-79.9	12.3	Red	-101.3	Higher
Socioeconomically Disadvantaged	Met	Yellow	-74.3	11.6	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-135.3	12.0	Orange	-127.3	Lower

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

Vaughn Next Century Learning Center - 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	Orange	-74.3	-1.0	Orange	-47.6	Lower
Latino	Met	Orange	-74.7	-1.2	Orange	-79.2	Higher
English Learner	Met	Red	-105.8	-1.7	Orange	-93.4	Lower
Long Term English Learner	Met	Red	-157.7	2.9	Red	-163.5	Higher
Homeless Youth	Met	Red	-106.9	-26.9	Red	-106.0	Lower
Socioeconomically Disadvantaged	Met	Orange	-75.4	-1.1	Orange	-78.2	Higher
Students with Disabilities	Met	Red	-151.9	-16.6	Red	-124.3	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of High was higher than the state's Status Level of Medium. The charter school's

English Learner Progress Rate was higher than the state’s rate. In 2023 on the ELPI, the charter school’s performance color of Red was lower than the state’s color of Yellow. The charter school’s English Learner Progress Rate was lower than the state’s rate. In 2024 on the ELPI, the charter school’s English Learner Progress Rate for the English Learner group was lower than the state’s rate and the Long-Term English Learner group was higher than the state’s rate. In order to improve student outcomes in English Learner progress, Charter School leaders report facilitating student discourse through structured discussions designed to promote purposeful student interactions, incorporating scaffolds like sentence frames, graphic organizers, and model texts to bridge language proficiency gaps, and integrating students’ cultural backgrounds and experiences to create an inclusive learning environment.

Vaughn Next Century Learning Center - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	55.1%	Medium	50.3%	Higher

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

Vaughn Next Century Learning Center - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	42.3%	-12.7%	Yellow	48.7%	Lower

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

Vaughn Next Century Learning Center - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	41.3%	-1.0%	Orange	45.7%	Lower
Long Term English Learner	Met	Yellow	47.9%	-0.3%	Orange	45.8%	Higher

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

f. College/Career Indicator

The College/Career Indicator was not reported on the 2022 Dashboard. In 2023 and 2024, the charter school’s percentage of students prepared was higher for All Students and for all the numerically significant student groups.

Vaughn Next Century Learning Center - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	Medium	49.4%	Medium	43.9%	Higher
Latino	Medium	49.4%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	49.1%	Medium	35.4%	Higher

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

Vaughn Next Century Learning Center - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	Blue	66.1%	16.7	Yellow	45.3%	Higher
Latino	Blue	66.5%	17.1	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Blue	66.9%	17.8	Yellow	37.4%	Higher

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

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was lower than the state for All Students and lower for all five numerically significant student groups. In 2023 the Chronic Absenteeism Indicator the charter school’s Performance Level of Red was higher than the state for All Students and lower for all five numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was higher than the state for All Students, and lower for five of six numerically significant student groups.

h. Graduation Indicator [HS only]

In 2023 and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for all student groups. Vaughn students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

In 2022, 2023, and 2024, the charter school’s percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as “Met” in 2023 and 2024.

k. Additional Information

Not applicable

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 Vaughn Next Century Learning Center outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2024-2025 was primarily due to two state compliance-related audit findings, identified as significant deficiencies, as disclosed in the school's 2023-2024 independent audit report. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Vaughn Next Century Learning Center submitted verified data for consideration as part of its renewal application, as follows:

2023-2024 Academic Year				
Program	Grade Level	Category	Report Type	Correct Report
i-Ready by Curriculum Associates				
Reading	K-8	All Students	Diagnostic Growth Report	Yes
		Student Groups	None Submitted	Not applicable
Math	K-8	All Students	Diagnostic Growth Report	Yes
		Student Groups (excl. SED)	Diagnostic Growth Report	Yes
Reading	9-12	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Math	9-12	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Reading Inventory by Houghton Mifflin Harcourt				
Reading	9-12	All Students	None Submitted	Not applicable
		Student Groups (EL and SWD only)	Proficiency Report	No

2024-2025 Academic Year				
Program	Grade Level	Category	Report Type	Correct Report
i-Ready by Curriculum Associates				
Reading	K-8	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Math	K-8	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Reading	9-12	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Math	9-12	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Reading Inventory by Houghton Mifflin Harcourt				
Reading	9-12	All Students	None Submitted	Not applicable
		Student Groups (EL and SWD only)	Proficiency Report	Not applicable

ELA

Charter School provided 2023-2024 i-Ready Reading data for grades K-8 for All Students. For grades 9-12 the charter school provided data for All Students and numerically significant student groups. In 2024-2025, Charter School provided i-Ready data grades K-12 for All Students and all the numerically significant student groups. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5, 6-8, and 9-12. Per Curriculum Associates’ published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year’s progress by grade level for schools with configurations of Grades K-5, 6-8, and 9-12.

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 “Final Diagnostic” for All Students. For 2024-2025, Charter

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

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 1,821 students were assessed in Reading and 1,834 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” i-Ready’s Median Progress to Typical Growth targets¹ identify schools as having met California Charter School growth expectations, based on Curriculum Associates’ recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth.”

Charter School provided 2023-2024 and 2024-2025 data for grades K-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates’ published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year’s progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, eight of nine grade levels met one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets. Charter School submitted data also include data for five student groups (Latino, English Learner, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged) and all student groups demonstrated one year’s progress for a majority of the grade levels based on i-Ready’s Median Progress to Typical Growth Targets.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
Grade K	161	Grades K-5: 75%	32%	Not Met
Latino	158	Grades K-5: 75%	32%	Not Met
English Learner	56	Grades K-5: 75%	24%	Not Met
Homeless Youth	13	Grades K-5: 75%	20%	Not Met
Students with Disabilities	16	Grades K-5: 75%	33%	Not Met
Socioeconomically Disadvantaged	148	Grades K-5: 75%	32%	Not Met

¹ In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

i-Ready Diagnostic Growth Reading 2024-2025

Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year's Progress
Grade 1	179	Grades K-5: 75%	88%	Met
Latino	179	Grades K-5: 75%	88%	Met
English Learner	71	Grades K-5: 75%	94%	Met
Homeless Youth	11	Grades K-5: 75%	43%	Not Met
Students with Disabilities	22	Grades K-5: 75%	50%	Not Met
Socioeconomically Disadvantaged	166	Grades K-5: 75%	88%	Met
Grade 2	184	Grades K-5: 75%	102%	Met
Latino	182	Grades K-5: 75%	102%	Met
English Learner	64	Grades K-5: 75%	90%	Met
Homeless Youth	11	Grades K-5: 75%	69%	Not Met
Students with Disabilities	22	Grades K-5: 75%	110%	Met
Socioeconomically Disadvantaged	171	Grades K-5: 75%	100%	Met
Grade 3	204	Grades K-5: 75%	140%	Met
Latino	203	Grades K-5: 75%	139%	Met
English Learner	84	Grades K-5: 75%	142%	Met
Homeless Youth	*	Grades K-5: 75%	*	*
Students with Disabilities	32	Grades K-5: 75%	134%	Met
Socioeconomically Disadvantaged	195	Grades K-5: 75%	139%	Met
Grade 4	208	Grades K-5: 75%	90%	Met
Latino	200	Grades K-5: 75%	90%	Met
English Learner	55	Grades K-5: 75%	61%	Not Met
Homeless Youth	11	Grades K-5: 75%	136%	Met
Students with Disabilities	21	Grades K-5: 75%	61%	Not Met
Socioeconomically Disadvantaged	198	Grades K-5: 75%	90%	Met
Grade 5	219	Grades K-5: 75%	119%	Met
Latino	217	Grades K-5: 75%	119%	Met
English Learner	62	Grades K-5: 75%	105%	Met
Homeless Youth	15	Grades K-5: 75%	163%	Met
Students with Disabilities	34	Grades K-5: 75%	72%	Not Met
Socioeconomically Disadvantaged	207	Grades K-5: 75%	113%	Met
Grade 6	242	Grades 6-8: 45%	119%	Met
Latino	235	Grades 6-8: 45%	121%	Met
English Learner	48	Grades 6-8: 45%	55%	Not Met
Homeless Youth	16	Grades 6-8: 45%	124%	Met
Students with Disabilities	32	Grades 6-8: 45%	137%	Met
Socioeconomically Disadvantaged	229	Grades 6-8: 45%	117%	Met

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year's Progress
Grade 7	212	Grades 6-8: 45%	124%	Met
Latino	208	Grades 6-8: 45%	118%	Met
English Learner	45	Grades 6-8: 45%	112%	Met
Homeless Youth	25	Grades 6-8: 45%	65%	Met
Students with Disabilities	18	Grades 6-8: 45%	140%	Met
Socioeconomically Disadvantaged	204	Grades 6-8: 45%	132%	Met
Grade 8	212	Grades 6-8: 45%	192%	Met
Latino	211	Grades 6-8: 45%	189%	Met
English Learner	40	Grades 6-8: 45%	189%	Met
Homeless Youth	19	Grades 6-8: 45%	256%	Met
Students with Disabilities	24	Grades 6-8: 45%	242%	Met
Socioeconomically Disadvantaged	208	Grades 6-8: 45%	200%	Met

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

In addition, Charter School provided data for Reading from “i-Ready 9-12 by Curriculum Associates” (i-Ready) *California Charter Schools Academic Progress Indicator for Grades 9-12* report for 2023-2024 and 2024-2025 for All Students and for the following student groups: Latino, English Learner, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *California Charter Schools Academic Progress Indicator for Grades 9-12* report shows a participation percent, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 682 students with a baseline score in Reading and 682 students were enrolled in i-Ready. The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 100% participation rate for All Students in Reading. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *California Charter Schools Academic Progress Indicator for Grades 9-12* report indicated the school rating for ranges of students meeting criteria is Average. Per Curriculum Associates’ Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades 9-12, publisher guidance states, “For the purposes of California’s charter requirements, “Average”, “Effective”, and “Highly Effective” schools can be considered to meet

one year’s worth of growth.” Therefore, based Curriculum Associates’ final determination based on Criteria 1² and 2³ Charter School met criteria for All Students in Reading in 2024-2025.

As seen in the table below, three of four grade levels met one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets. Charter School submitted data also include data for seven student groups (Latino, English Learner, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races) and all seven student groups demonstrated one year’s progress for a majority of the grade levels based on i-Ready’s Median Progress to Typical Growth Targets.

i-Ready Diagnostic Growth Reading 2024-2025					
Student Groups	Number of Students Tested	Percent Met Growth or Proficiency	i-Ready Range	School Rating	One Year’s Progress
All Students	682	53%	“Average” “Effective” and “Highly Effective” meet one year’s worth of growth	Average	Met
Grade 9	201	58%		Average	Met
Latino	196	57%		Average	Met
English Learner	26	54%		Average	Met
Homeless Youth	26	58%		Average	Met
Students with Disabilities	15	53%		Average	Met
Socioeconomically Disadvantaged	189	56%		Average	Met
White	188	57%		Average	Met
Two or More Races	*	*		*	*
Grade 10	158	61%		Average	Met
Latino	156	62%		Average	Met
English Learner	16	50%		Average	Met
Homeless Youth	20	55%		Average	Met
Students with Disabilities	14	64%		Average	Met
Socioeconomically Disadvantaged	153	60%		Average	Met
White	152	61%		Average	Met
Two or More Races	*	*		*	*
Grade 11	157	54%		Average	Met
Latino	154	54%		Average	Met
English Learner	*	*		*	*
Homeless Youth	19	58%		Average	Met
Students with Disabilities	16	50%		Average	Met
Socioeconomically Disadvantaged	145	53%		Average	Met
White	150	53%		Average	Met
Two or More Races	*	*		*	*
Grade 12	166	37%		Ineffective	Not Met
Latino	161	37%		Ineffective	Not Met
English Learner	*	*		*	*
Homeless Youth	12	42%		Ineffective	Not Met
Students with Disabilities	13	69%		Average	Met
Socioeconomically Disadvantaged	161	37%		Ineffective	Not Met
White	156	37%		Ineffective	Not Met
Two or More Races	*	*		*	*

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

² Criterion 1: Growth Goal (Achieving a Sufficient Gain Score on i-Ready Diagnostic)

³ Criterion 2: Proficiency Goal (Achieving the Mid-On Grade Level Cut on i-Ready Diagnostic)

Charter School submitted verified data using i-Ready K-8 and i-Ready 9-12 for the 2023-2024 school year for All Students. Based on i-Ready’s Median Progress to Typical Growth targets, Charter School met the one year’s progress for All Students and student groups in Reading for grades K-12 for 2023-2024.

MATH

Charter School provided 2023-2024 and 2024-2025 i-Ready data for grades K-8 and 9-12 for All Students and numerically significant student groups. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5, 6-8 and 9-12. Per Curriculum Associates’ published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year’s progress by grade level for schools with configurations of Grades K-5, 6-8, and 9-12.

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 “Final Diagnostic” for grade levels K-8 and 2024-2025, “Spring (2 – End of Year”) for All Students and for the following student groups⁴: Latino, English Learner, Homeless Youth, Special Education, and Socioeconomically Disadvantaged. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 1,822 students were assessed in Math and 1,834 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” i-Ready’s Median Progress to Typical Growth targets⁵ identify schools as having met California Charter School growth expectations, based on Curriculum Associates’ recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth.”

Charter School provided 2023-2024 and 2024-2025 data for grades K-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates’ published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year’s progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, seven of nine grade levels met one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets. Charter School submitted data also include data for five student groups (Latino, English Learner, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged) and four of five student groups demonstrated one year’s progress for a majority of the grade levels based on i-Ready’s Median Progress to Typical Growth Targets.

⁴ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

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

i-Ready Diagnostic Growth Math 2024-2025

Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
Grade K	161	Grades K-5: 80%	43%	Not Met
Latino	158	Grades K-5: 80%	43%	Not Met
English Learner	56	Grades K-5: 80%	59%	Not Met
Homeless Youth	12	Grades K-5: 80%	30%	Not Met
Students with Disabilities	16	Grades K-5: 80%	53%	Not Met
Socioeconomically Disadvantaged	148	Grades K-5: 80%	44%	Not Met
Grade 1	179	Grades K-5: 80%	76%	Not Met
Latino	179	Grades K-5: 80%	76%	Not Met
English Learner	71	Grades K-5: 80%	86%	Met
Homeless Youth	11	Grades K-5: 80%	38%	Not Met
Students with Disabilities	22	Grades K-5: 80%	52%	Not Met
Socioeconomically Disadvantaged	166	Grades K-5: 80%	78%	Not Met
Grade 2	184	Grades K-5: 80%	107%	Met
Latino	182	Grades K-5: 80%	107%	Met
English Learner	64	Grades K-5: 80%	107%	Met
Homeless Youth	11	Grades K-5: 80%	85%	Met
Students with Disabilities	22	Grades K-5: 80%	123%	Met
Socioeconomically Disadvantaged	171	Grades K-5: 80%	107%	Met
Grade 3	204	Grades K-5: 80%	90%	Met
Latino	203	Grades K-5: 80%	90%	Met
English Learner	84	Grades K-5: 80%	87%	Met
Homeless Youth	*	Grades K-5: 80%	*	*
Students with Disabilities	32	Grades K-5: 80%	80%	Met
Socioeconomically Disadvantaged	195	Grades K-5: 80%	88%	Met
Grade 4	208	Grades K-5: 80%	89%	Met
Latino	200	Grades K-5: 80%	89%	Met
English Learner	55	Grades K-5: 80%	70%	Not Met
Homeless Youth	11	Grades K-5: 80%	39%	Not Met
Students with Disabilities	21	Grades K-5: 80%	61%	Not Met
Socioeconomically Disadvantaged	198	Grades K-5: 80%	91%	Met
Grade 5	219	Grades K-5: 80%	94%	Met
Latino	217	Grades K-5: 80%	94%	Met
English Learner	62	Grades K-5: 80%	87%	Met
Homeless Youth	15	Grades K-5: 80%	50%	Not Met
Students with Disabilities	34	Grades K-5: 80%	100%	Met
Socioeconomically Disadvantaged	207	Grades K-5: 80%	100%	Met
Grade 6	243	Grades 6-8: 60%	77%	Met
Latino	236	Grades 6-8: 60%	79%	Met
English Learner	48	Grades 6-8: 60%	100%	Met

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
Grade 6	243	Grades 6-8: 60%	77%	Met
Homeless Youth	16	Grades 6-8: 60%	56%	Not Met
Students with Disabilities	32	Grades 6-8: 60%	94%	Met
Socioeconomically Disadvantaged	230	Grades 6-8: 60%	78%	Met
Grade 7	212	Grades 6-8: 60%	85%	Met
Latino	208	Grades 6-8: 60%	89%	Met
English Learner	45	Grades 6-8: 60%	62%	Met
Homeless Youth	25	Grades 6-8: 60%	100%	Met
Students with Disabilities	18	Grades 6-8: 60%	69%	Met
Socioeconomically Disadvantaged	204	Grades 6-8: 60%	85%	Met
Grade 8	212	Grades 6-8: 60%	124%	Met
Latino	211	Grades 6-8: 60%	125%	Met
English Learner	40	Grades 6-8: 60%	50%	Not Met
Homeless Youth	19	Grades 6-8: 60%	267%	Met
Students with Disabilities	24	Grades 6-8: 60%	96%	Met
Socioeconomically Disadvantaged	208	Grades 6-8: 60%	121%	Met

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

In addition, Charter School provided data for Reading from “i-Ready 9-12 by Curriculum Associates” (i-Ready) *California Charter Schools Academic Progress Indicator for Grades 9-12* report for 2024-2025 for All Students and for the following student groups: Latino, English Learner, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 682 students with a baseline score in Math and 682 students were enrolled in i-Ready. The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 100% participation rate for All Students in Math. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *California Charter Schools Academic Progress Indicator for Grades 9-12* report indicated the school rating for ranges of students meeting criteria is Average. Per Curriculum Associates’ Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades 9-12, publisher guidance states, “For the purposes of California’s charter requirements, “Average”, “Effective”, and “Highly Effective” schools can be considered to meet one year’s worth of growth.” Therefore, based Curriculum Associates’ final determination based on Criteria 1⁶ and 2⁷ Charter School met criteria for All Students in Math in 2024-2025.

⁶ Criterion 1: Growth Goal (Achieving a Sufficient Gain Score on i-Ready Diagnostic)

⁷ Criterion 2: Proficiency Goal (Achieving the Mid-On Grade Level Cut on i-Ready Diagnostic)

As seen in the table below, three of four grade levels met one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets. Charter School submitted data also include data for seven student groups (Latino, English Learner, Homeless Youth, Students with Disabilities, Economically Disadvantaged, White, and Two or More Races) and all seven student groups demonstrated one year’s progress for a majority of the grade levels based on i-Ready’s Median Progress to Typical Growth Targets.

i-Ready Diagnostic Growth Math 2024-2025					
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year’s Progress	Student Groups
All Students	682	56%	“Average” “Effective” and “Highly Effective” meet one year’s worth of growth	Average	Met
Grade 9	201	57%		Average	Met
Latino	196	57%		Average	Met
English Learner	26	58%		Average	Met
Homeless Youth	26	58%		Average	Met
Students with Disabilities	15	53%		Average	Met
Socioeconomically Disadvantaged	189	56%		Average	Met
White	188	58%		Average	Met
Two or More Races	*	*		*	*
Grade 10	158	64%		Average	Met
Latino	156	63%		Average	Met
English Learner	16	63%		Average	Met
Homeless Youth	20	70%		Average	Met
Students with Disabilities	14	50%		Average	Met
Socioeconomically Disadvantaged	153	63%		Average	Met
White	152	64%		Average	Met
Two or More Races	*	*		*	*
Grade 11	157	66%		Average	Met
Latino	154	67%		Average	Met
English Learner	*	*		*	*
Homeless Youth	19	58%	Average	Met	
Students with Disabilities	16	50%	Average	Met	
Socioeconomically Disadvantaged	145	66%	“Average” “Effective” and “Highly Effective” meet one year’s worth of growth	Average	Met
White	150	67%	Average	Met	
Two or More Races	*	*	*	*	
Grade 12	166	36%	Ineffective	Not Met	
Latino	161	36%	Ineffective	Not Met	
English Learner	*	*	*	*	
Homeless Youth	12	17%	Ineffective	Not Met	
Students with Disabilities	13	31%	Ineffective	Not Met	
Socioeconomically Disadvantaged	161	36%	Ineffective	Not Met	
White	156	37%	Ineffective	Not Met	
Two or More Races	*	*	*	*	

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

Charter School submitted verified data using i-Ready K-8 and i-Ready 9-12 for the 2023-2024 school year for All Students. Based on i-Ready’s Median Progress to Typical Growth targets, Charter School met the one year’s progress for All Students and students in Math for grades K-12 for 2023-2024.

As noted above Vaughn Next Century Learning Center submitted incorrect reports for i-Ready K-8 student groups for 2023-2024, and Reading Growth Measure by Houghton Mifflin Harcourt, Grades K-12 (formerly approved as Reading Inventory by Houghton Mifflin Harcourt) for two student groups (English Learner and Students with Disabilities) for 2023-2024.

Based on the review and consideration of verified data, Vaughn Next Century Learning Center included two years of Reading, 2023-2024 and 2024-2025, i-Ready K-8 data for All Students and in 2023-2024 the charter submitted one year of student group reports (Latino, English Learner, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged). For grades 9-12, Charter School submitted two years 2023-2024 and 2024-2025 of i-Ready 9-12 for All Students and student group reports (Latino, English Learner, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races).

Charter School also included two years of Math, 2023-2024 and 2024-2025, i-Ready K-8 data, for All Students and student group reports (Latino, English Learner, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged). For grades 9-12, Charter School submitted two years, 2023-2024 and 2024-2025 of i-Ready 9-12 for All Students and student group reports (Latino, English Learner, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races). In 2023-2024 and 2024-2025, Vaughn Next Century Learning Center appears to have met 95 percent participation rate for schoolwide (except for grade 1, in 2023-2024), and all numerically significant student groups appears to have met 95 percent participation rate.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Vaughn’s fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$193,446,601	\$189,791,232	\$205,398,589	\$220,821,934	\$219,301,588
Net Income/Loss	\$17,593,551	(\$3,655,369) ¹	\$15,607,357	\$15,423,345	(\$1,520,346) ²
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment ^A	3,094	3,032	2,877	2,741	2,638

¹ According to Vaughn, the reported net loss of (\$3,655,369) for FY 2021-2022 was primarily due to unrealized losses of \$10,351,324 from its investment account.

² According to Vaughn, the projected net loss of (\$1,520,346) was primarily due to depreciation expenses of \$4.2M. Excluding depreciation expenses, the school would have projected an operational surplus of approximately \$2.7M.

^A Vaughn reported 2,638 Norm Enrollment for Fiscal Year 2024-2025. Vaughn stated that it plans to increase enrollment through various means, for example, community

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

- b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: Yes (See the description below.)
Lack of a Going Concern: None Reported

Vaughn's 2023-2024 independent audit report identified two significant state-compliance related deficiencies related to teacher credentialing and instructional time. Vaughn informed the CSD that issues were resolved in fall 2024. Additionally, Vaughn provided corrective actions with specific steps to address these audit findings, including implementing an improved credential tracking process. The CSD will continue to monitor these issues through oversight, including a review of Vaughn's 2024-2025 independent audit report to assess the status of the implementation of Charter School's corrective actions.

- c. Other Significant Fiscal Information
Not applicable

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

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	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	100%	1,594	-32.9	Low	-12.2	Lower	99%	1,513	-39.6	-6.8	Declined	Orange	-13.6	Lower	100%	1,507	-34.0	5.6	Increased	Yellow	-13.2	Lower
African American/Black	100%	11	-30.7	Low	-57.7	*	100%	8	*	*	*	*	-59.6	*	100%	5	*	*	*	*	-58.9	*
English Learner	100%	620	-71.3	Very Low	-61.2	Lower	99%	527	-88.8	-17.5	Declined Significantly	Red	-67.7	Lower	100%	549	-79.6	9.2	Increased	Orange	-67.6	Lower
Homeless Youth	100%	186	-46.2	Low	-62.9	Higher	97%	185	-45.2	0.9	Maintained	Orange	-67.9	Higher	100%	71	-54.8	-9.6	Declined	Orange	-70.4	Higher
Latino	100%	1,573	-33.1	Low	-38.6	Higher	99%	1,495	-39.4	-6.3	Declined	Orange	-40.2	Higher	100%	1,481	-35.0	4.4	Increased	Yellow	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	131	-106.0	6.6	Increased	Orange	-109.6	Higher
Socioeconomically Disadvantaged	100%	1,557	-34.1	Low	-41.4	Higher	99%	1,483	-40.9	-6.8	Declined	Orange	-42.6	Higher	100%	1,476	-35.2	5.7	Increased	Yellow	-40.9	Higher
Students with Disabilities	99%	136	-99.4	Very Low	-97.3	Lower	98%	129	-111.3	-11.9	Declined	Red	-96.3	Lower	99%	136	-106.3	5.1	Increased	Orange	-95.6	Lower
White	100%	6	*	*	21.9	*	100%	7	*	*	*	*	20.8	*	100%	12	19.3	--	--	--	19.2	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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	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	100%	1,592	-84.2	Low	-51.7	Lower	99%	1,515	-73.3	10.8	Increased	Yellow	-49.1	Lower	100%	1,511	-74.3	-1.0	Maintained	Orange	-47.6	Lower
African American/Black	100%	11	-117.0	Very Low	-106.9	--	100%	8	*	*	*	-104.5	*	*	100%	5	*	*	*	*	-102.2	*
English Learner	99%	620	-105.2	Very Low	-92.0	Lower	99%	527	-104.1	1.1	Maintained	Red	-93.4	Lower	100%	554	-105.8	-1.7	Maintained	Red	-93.4	Lower
Homeless Youth	99%	185	-92.3	Low	-101.8	Higher	98%	186	-79.9	12.3	Increased	Yellow	-101.3	Higher	100%	72	-106.9	-26.9	Declined Significantly	Red	-106.0	Lower
Latino	100%	1,571	-84.3	Low	-83.4	Lower	99%	1,497	-73.5	10.8	Increased	Yellow	-80.8	Higher	100%	1,485	-74.7	-1.2	Maintained	Orange	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	131	-157.7	2.9	Maintained	Red	-163.5	Higher
Socioeconomically Disadvantaged	99%	1,555	-85.9	Low	-84.0	Lower	99%	1,485	-74.3	11.6	Increased	Yellow	-80.8	Higher	100%	1,480	-75.4	-1.1	Maintained	Orange	-78.2	Higher
Students with Disabilities	99%	136	-147.3	Very Low	-130.8	Lower	98%	130	-135.3	12.0	Increased	Orange	-127.3	Lower	98%	135	-151.9	-16.6	Declined Significantly	Red	-124.3	Lower
White	100%	6	*	*	-13.4	*	100%	7	*	*	*	*	-11.1	*	100%	12	-59.1	--	--	--	-10.3	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

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.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																			
		Dashboard 2022						Dashboard 2023						Dashboard 2024					
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	621	55.1%	High	50.3%	Higher	593	42.3%	-12.7	Declined Significantly	Red	48.7%	Lower	571	41.3%	-1.0	Maintained	Orange	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	140	47.9%	-0.3	Maintained	Yellow	45.8%	Higher

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 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Participation Rate Greater Than 95%	Participation Rate
2022	EL	53.1%	1.9%	25.6%	19.3%	47.5%	2.8%	31.4%	18.3%	Y	96.7%
2023	EL	41.1%	1.2%	31.7%	26.0%	45.7%	2.3%	32.2%	18.3%	Y	98.0%
2024	EL	39.9%	1.4%	36.1%	22.4%	43.2%	1.9%	34.4%	19.1%	Y	95.4%
2024	LTEL	42.1%	5.7%	33.6%	18.6%	41.6%	3.4%	28.5%	24.7%	Y	98.1%

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%	Participation Rate	Participation Rate Greater Than 95%
2022	EL	769	777	99.0%	Y	1,052,513	1,088,734	96.7%	Y	96.7%	Y
2023	EL	716	720	99.4%	Y	1,048,300	1,069,515	98.0%	Y	98.0%	Y
2023	LTEL	83	83	100.0%	Y	193,182	202,530	95.4%	Y	95.4%	Y
2024	EL	698	702	99.4%	Y	1,028,083	1,047,977	98.1%	Y	98.1%	Y
2024	LTEL	118	118	100.0%	Y	182,603	190,459	95.9%	Y	95.9%	Y

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). 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 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. 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/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	Dashboard 2023					Dashboard 2024					School vs State	
	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color		State CCI
All Students	162	49.4%	Medium	43.9%	Higher	165	66.1%	16.7	Increased Significantly	Blue	45.3%	Higher
English Learner	17	23.5%	Low	15.3%	--	12	16.7%	-6.9	Declined	--	17.2%	--
Homeless Youth	18	33.3%	Low	20.4%	--	17	82.4%	49.0	Increased	--	21.8%	--
Latino	162	49.4%	Medium	35.5%	Higher	161	66.5%	17.1	Increased Significantly	Blue	37.4%	Higher
Long-Term English Learner	--	--	--	--	--	12	16.7%	-8.3	Declined	--	16.5%	--
Socioeconomically Disadvantaged	161	49.1%	Medium	35.4%	Higher	160	66.9%	17.8	Increased Significantly	Blue	37.4%	Higher
Students with Disabilities	16	12.5%	Low	12.3%	--	11	27.3%	14.8	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

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	2,279	27.2%	Very High	30.0%	Lower	2,160	27.7%	0.5	Increased	Red	24.3%	Higher	2,067	19.3%	-8.4	Declined Significantly	Yellow	18.6%	Higher
African American/Black	13	46.2%	Very High	42.9%	--	8	*	*	*	*	36.4%	*	6	*	*	*	*	31.3%	*
English Learner	783	26.8%	Very High	33.6%	Lower	763	24.8%	-2.0	Declined	Orange	26.3%	Lower	710	18.7%	-6.0	Declined Significantly	Yellow	20.1%	Lower
Foster Youth	12	33.3%	Very High	42.1%	--	10	*	*	*	*	33.6%	*	12	41.7%	--	--	--	30.5%	--
Homeless Youth	231	22.9%	Very High	45.1%	Lower	213	23.5%	0.5	Increased	Red	38.7%	Lower	96	33.3%	9.9	Increased	Red	32.7%	Higher
Latino	2,246	27.3%	Very High	35.8%	Lower	2,132	27.8%	0.5	Increased	Red	28.4%	Lower	2,038	19.3%	-8.5	Declined Significantly	Yellow	21.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	125	23.2%	-6.3	Declined	Orange	23.9%	Lower
Socioeconomically Disadvantaged	2,223	27.3%	Very High	37.4%	Lower	2,109	27.7%	0.4	Maintained	Red	29.9%	Lower	2,004	19.5%	-8.2	Declined Significantly	Yellow	23.4%	Lower
Students with Disabilities	200	32.5%	Very High	39.6%	Lower	204	30.9%	-1.6	Declined	Orange	33.1%	Lower	209	20.1%	-10.8	Declined Significantly	Yellow	26.3%	Lower
White	7	*	*	21.9%	*	11	18.2%	--	--	--	18.5%	--	13	23.1%	4.9	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

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/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	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	3,104	1.2%	Low	3.1%	Lower	2,957	1.6%	0.4	Increased	Yellow	3.5%	Lower	2,846	0.9%	-0.6	Declined	Blue	3.2%	Lower
African American/Black	17	0.0%	Very Low	7.9%	--	13	7.7%	7.7	Increased	--	8.8%	--	15	0.0%	-7.7	Declined	--	8.4%	--
English Learner	888	1.1%	Low	3.2%	Lower	851	1.4%	0.3	Increased	Yellow	3.7%	Lower	797	1.0%	-0.4	Declined	Blue	3.4%	Lower
Foster Youth	19	0.0%	Very Low	12.4%	--	13	0.0%	0.0	Maintained	--	13.6%	--	16	0.0%	0.0	Maintained	--	13.2%	--
Homeless Youth	324	0.6%	Very Low	5.5%	Lower	302	2.6%	2.0	Increased	Orange	6.5%	Lower	137	1.5%	-1.2	Declined	Green	5.7%	Lower
Latino	3,056	1.1%	Low	3.3%	Lower	2,915	1.5%	0.4	Increased	Yellow	3.8%	Lower	2,800	1.0%	-0.6	Declined	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	178	2.8%	-2.7	Declined Significantly	Green	8.1%	Lower
Socioeconomically Disadvantaged	3,023	1.1%	Low	4.0%	Lower	2,882	1.6%	0.5	Increased	Yellow	4.5%	Lower	2,750	1.0%	-0.6	Declined	Blue	4.0%	Lower
Students with Disabilities	284	2.1%	Low	5.4%	Lower	274	3.6%	1.5	Increased	Orange	5.9%	Lower	269	3.3%	-0.3	Declined	Green	5.4%	Lower
White	14	7.1%	High	2.6%	--	16	0.0%	-7.1	Declined	--	2.9%	--	16	0.0%	0.0	Maintained	--	2.6%	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "...," means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/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	Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022						Dashboard 2023						Dashboard 2024						
	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	158	98.7%	Very High	87.4%	Higher	162	97.5%	-1.2	Declined	Blue	86.4%	Higher	166	98.2%	0.7	Maintained	Blue	86.7%	Higher
English Learner	17	100.0%	Very High	73.3%	--	17	82.4%	-17.6	Declined Significantly	--	73.5%	--	13	92.3%	10.0	Increased Significantly	--	77.9%	--
Homeless Youth	25	96.0%	Very High	74.4%	--	18	94.4%	-1.6	Declined	--	73.7%	--	17	100.0%	5.6	Increased Significantly	--	75.7%	--
Latino	156	98.7%	Very High	85.3%	Higher	162	97.5%	-1.2	Declined	Blue	84.2%	Higher	162	98.1%	0.6	Maintained	Blue	85.3%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	13	92.3%	4.8	Increased	--	80.8%	--
Socioeconomically Disadvantaged	157	98.7%	Very High	85.1%	Higher	161	97.5%	-1.2	Declined	Blue	83.7%	Higher	161	98.1%	0.6	Maintained	Blue	84.4%	Higher
Students with Disabilities	9	*	*	75.2%	*	16	75.0%	--	--	--	72.7%	--	12	91.7%	16.7	Increased Significantly	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

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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/cmi/>. 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	2,738	529,902	5,837,690	2,629	516,685	5,806,221
F/R Meal	97.0%	80.6%	61.6%	94.9%	81.9%	62.7%
GATE	2.6%	11.6%	N/A	1.9%	13.0%	N/A
English Learner	25.4%	20.1%	18.4%	24.8%	18.6%	17.4%
Foster Youth	0.3%	0.6%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	4.6%	2.1%	3.6%	7.5%	2.7%	4.0%
Socioeconomically Disadvantaged	97.2%	81.3%	62.7%	95.1%	82.4%	63.6%
Students w/ Disabilities	9.1%	14.8%	13.7%	10.7%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.4%	7.3%	4.9%	0.5%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.3%	3.4%	9.9%	0.4%	3.3%	10.1%
Filipino	0.1%	1.7%	2.2%	0.2%	1.6%	2.2%
Latino	98.4%	73.8%	56.1%	98.2%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.6%	9.8%	20.3%	0.6%	9.7%	20.0%
Two or More Races	0.1%	2.0%	4.6%	0.1%	2.1%	4.8%
Not Reported	0.1%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

Vaughn Next Century Learning Center

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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/lsd/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.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Learners	92	5.8%	17,921	7.3%	226,508	11.1%	122	8.2%	15,302	6.5%	211,186	10.6%	109	8.0%	13,052	5.9%	198,853	10.4%
LTEL 6+ Years	115	7.2%	17,295	7.1%	144,189	7.1%	115	7.8%	15,717	6.7%	136,188	6.8%	93	6.8%	11,406	5.2%	115,009	6.0%
At-Risk 4-5 Years	372	23.4%	60,457	24.7%	505,486	24.8%	340	23.0%	60,574	25.7%	519,651	26.0%	319	23.4%	57,726	26.1%	516,862	26.9%
EL 0-3 Years	158	9.9%	18,850	7.7%	236,319	11.6%	119	8.0%	14,725	6.2%	207,768	10.4%	131	9.6%	13,775	6.2%	178,306	9.3%
EL 4+ Years & Not At-Risk or LTEL	737	46.4%	114,523	46.8%	1,112,502	54.5%	696	47.0%	106,318	45.0%	1,074,793	53.8%	652	47.7%	95,959	43.3%	1,009,030	52.6%
EL Total	853	53.6%	130,377	53.2%	927,694	45.5%	785	53.0%	129,789	55.0%	924,422	46.2%	714	52.3%	125,465	56.7%	909,298	47.4%
RFEP	1,590	100.0%	244,900	100.0%	2,040,196	100.0%	1,481	100.0%	236,107	100.0%	1,989,215	100.0%	1,366	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>

Vaughn Next Century Learning Center

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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		2,738		529,902		2,629		516,685				
Students with Disabilities												
Total SWD Enrollment	246	100%	9%	78,319	100%	14.8%	278	100%	10.6%	80,505	100%	15.6%
High Incidence	196	79.7%	7.2%	52,153	66.6%	9.8%	222	79.9%	8.4%	52,412	65.1%	10.1%
Low Incidence	50	20.3%	1.8%	26,162	33.4%	4.9%	56	20.1%	2.1%	28,084	34.9%	5.4%
Autism	42	17.1%	1.5%	18,713	23.9%	3.5%	51	18.3%	1.9%	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	1	0.4%	0%	1,148	1.5%	0.2%	1	0.4%	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	2	0.8%	0.1%	971	1.2%	0.2%	1	0.4%	0%	931	1.2%	0.2%
Intellectual Disability	5	2%	0.2%	3,393	4.3%	0.6%	3	1.1%	0.1%	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	59	24%	2.2%	10,930	14%	2.1%	71	25.5%	2.7%	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	63	25.6%	2.3%	29,615	37.8%	5.6%	77	27.7%	2.9%	29,368	36.5%	5.7%
Speech or Language Impairment	74	30.1%	2.7%	11,608	14.8%	2.2%	74	26.6%	2.8%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
VAUGHN NEXT CENTURY LEARNING CENTER
BOARD OF EDUCATION REPORT 094-25/26

October 14, 2025

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 3,220 students in grades TK-12 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Vaughn Next Century Learning Center for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:

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

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

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

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

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

PREPARED BY:

Blanca Alves-Monaster, Ed.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services