



Board of Education Report

File #: Rep-080-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 10/14/2025

Approval of the Renewal Petition for Alliance Kory Hunter Middle [PUBLIC HEARING] Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Alliance Kory Hunter Middle) Recommends approval of the renewal petition for Alliance Kory Hunter Middle, with benchmarks, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Alliance Kory Hunter Middle (“Charter School”), with benchmarks in the area of academics, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve to up 450 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Alliance Kory Hunter Middle is a 6-8 school currently serving 468 students on a private facility at 5886 Compton Avenue, Los Angeles, CA, 90001 in Board District 7 and Region South. Alliance Kory Hunter Middle was originally approved by the LAUSD Board of Education on February 12, 2013. On November 7, 2017, the charter school was renewed for a five-year term to serve 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Kory Hunter Middle expires June 30, 2026.

On July 18, 2025, Alliance Kory Hunter Middle 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 Alliance Kory Hunter Middle 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:

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.

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 - Alliance Kory Hunter Middle 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/1rZ9ASmKEiWfBXaJfv8tkQgAbJsoCBpdh?usp=sharing>

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.

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 080-25/26
 October 14, 2025

| | | | | |
|---|---|---|--------------|---|
| School Name: | Alliance Kory Hunter Middle | | | BOARD IS REQUIRED TO TAKE ACTION BY: October 16, 2025 |
| Type of Charter School: | Start-Up Independent Charter School | | | |
| Charter Operator | Alliance College-Ready Public Schools | | | |
| Location Code: | 5199 | | | |
| Type of Site(s): | Private | | | |
| Site Address(es): | 5886 Compton Avenue, Los Angeles, CA 90001 | | | |
| Board District(s): | 7 | Region(s): | South | |
| Grade Levels Served: | 6-8 | Current Enrollment: | 468 | |
| Grade Levels Authorized in Current Charter: | 6-8 | Approved Enrollment in Current Charter: | 450 | |
| 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 Alliance Kory Hunter Middle 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 the Socioeconomically Disadvantaged student group 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 their respective student group state average DFS. 2. In each year of the charter term, the school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state. <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> | | | |

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Kory Hunter Middle (“Charter School”), with benchmarks in the area of academics, located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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

| | Alliance Kory Hunter Middle |
|--|---|
| Initial Authorization: | On February 12, 2013, Alliance Kory Hunter Middle (formerly known as Alliance College-Ready Middle Academy #9) was authorized by the LAUSD Board of Education to serve 450 students in grades 6-8. |
| Most Recent Renewal | <p>The charter was renewed on November 7, 2017, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 450 students in grades 6-8.</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 Alliance Kory Hunter Middle expires June 30, 2026.</p> |
| Approved Material Revisions of Current Charter: | The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model. |
| Board Benchmarks in Current Charter Term: | <p>On November 7, 2017, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Alliance Kory Hunter Middle:</p> <p>The school must provide an annual update to the Charter Schools Division by <u>June 1st</u> of each year of the charter term demonstrating its progress related to the following:</p> <ol style="list-style-type: none"> 1. The school will increase the percentage of English Learners (thereby decreasing the Long-Term English Learners percentage) demonstrating English Language Proficiency as measured by <i>reclassification rates</i> at a rate equal or higher than the District Average. <p>The school must provide an annual update to the Charter Schools Division by <u>December 1st</u> of each year of the charter term demonstrating its progress related to the following:</p> <ol style="list-style-type: none"> 1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher. |

| | Alliance Kory Hunter Middle |
|--|--|
| | <p>2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.</p> <p>3. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.</p> <p>4. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.</p> <p>5. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “All Students” in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.</p> <p>Please see the “Additional Information” section below.</p> |
| Submission of Renewal Petition Application: | Alliance Kory Hunter Middle submitted its renewal petition application on July 18, 2025. The 90-day statutory timeline for Board action on the petition runs through October 16, 2025. |
| Concurrent Request for Material Revision: | Not applicable |
| Master Plan for English Learners and Standard English Learners: | Alliance Kory Hunter Middle implements its own Master Plan for English Learners and Standard English Learners. |
| Special Education SELPA | Alliance Kory Hunter Middle participates in LAUSD Special Education Local Plan Area (SELPA) Option 3. |

B. Charter School Operator

Alliance Kory Hunter Middle is operated by Alliance College-Ready Public Schools, a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Alliance Kory Hunter Middle has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School’s Dashboard performance was lower than the state in both ELA and Math, but higher on the English Language Progress Indicator (ELPI). The charter school provided two years of verified data demonstrating one year’s progress for All Students and all applicable student groups in 2023-2024 and 2024-2025.

Please see the Alliance Kory Hunter Middle 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.

Alliance Kory Hunter Middle Dashboard Indicators

| School Year | ELA | Math | English Learner Progress | College/Career | Chronic Absenteeism | Graduation Rate | Suspension Rate |
|-------------|--------|--------|--------------------------|----------------|---------------------|-----------------|-----------------|
| 2021-2022 | Low | Low | Medium | Not Applicable | Very High | Not Applicable | Low |
| 2022-2023 | Orange | Orange | Blue | Not Applicable | Yellow | Not Applicable | Orange |
| 2023-2024 | Orange | Orange | Red | Not Applicable | Yellow | Not Applicable | 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 and 2023 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 two out of four numerically significant student groups. In 2024 in ELA, the charter school’s DFS was lower than the state for All Students, and lower than the state for all five numerically significant student groups.

In order to improve ELA outcomes for all students, Charter School leaders report implementing instructional planning with exemplars and embedded scaffolds, interim and short-term assessments to inform reteach cycles, and expanded literacy-focused professional development. Charter school leaders also report increased opportunities for collaboration

through strategic placement of additional credentialed teachers in classrooms identified for targeted support, co-teaching, and regular coaching and instructional walkthroughs.

Alliance Kory Hunter Middle - 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 | -33.6 | Low | -12.2 | Lower |
| Latino | Met | Low | -33.7 | Low | -38.6 | Higher |
| English Learner | Met | Very Low | -96.2 | Low | -61.2 | Lower |
| Socioeconomically Disadvantaged | Met | Low | -34.0 | Low | -41.4 | Higher |
| Students with Disabilities | Met | Very Low | -128.4 | Very Low | -97.3 | Lower |

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

Alliance Kory Hunter Middle - 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 | -35.2 | -1.6 | Orange | -13.6 | Lower |
| Latino | Met | Orange | -35.2 | -1.5 | Orange | -40.2 | Higher |
| English Learner | Met | Orange | -84.2 | 12.0 | Orange | -67.7 | Lower |
| Socioeconomically Disadvantaged | Met | Orange | -35.2 | -1.2 | Orange | -42.6 | Higher |
| Students with Disabilities | Met | Red | -128.8 | -0.5 | Red | -96.3 | Lower |

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

Alliance Kory Hunter Middle - 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 | Orange | -39.6 | -4.4 | Orange | -13.2 | Lower |
| Latino | Met | Orange | -39.8 | -4.7 | Orange | -39.3 | Lower |
| English Learner | Met | Orange | -77.3 | 6.9 | Orange | -67.6 | Lower |
| Long Term English Learner | Met | Red | -114.2 | -22.1 | Red | -109.6 | Lower |
| Socioeconomically Disadvantaged | Met | Orange | -41.1 | -5.9 | Orange | -40.9 | Lower |
| Students with Disabilities | Met | Orange | -123.8 | 5.0 | 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 and 2023 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for all four numerically significant student groups. In 2024 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.

As noted above, staff is recommending a benchmark in Math for the Socioeconomically Disadvantaged student group. In order to increase student outcomes in Math, Charter School leaders report implementing a comprehensive Math improvement plan focused on a data-driven approach, co-teaching and collaborative planning to support diverse learners, professional development that includes leadership coaching focused on refining instructional practices, as well as expanded tutoring opportunities.

Alliance Kory Hunter Middle - 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 | -93.9 | Low | -51.7 | Lower |
| Latino | Met | Low | -94.3 | Low | -83.4 | Lower |
| English Learner | Met | Very Low | -149.8 | Low | -92.0 | Lower |
| Socioeconomically Disadvantaged | Met | Low | -93.8 | Low | -84.0 | Lower |
| Students with Disabilities | Met | Very Low | -164.3 | Very Low | -130.8 | Lower |

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

Alliance Kory Hunter Middle - 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 | Orange | -93.0 | 0.8 | Orange | -49.1 | Lower |
| Latino | Met | Orange | -93.4 | 0.9 | Orange | -80.8 | Lower |
| English Learner | Met | Orange | -142.6 | 7.2 | Orange | -93.4 | Lower |
| Socioeconomically Disadvantaged | Met | Orange | -93.3 | 0.6 | Yellow | -80.8 | Lower |
| Students with Disabilities | Met | Red | -180.3 | -16.0 | Orange | -127.3 | Lower |

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

Alliance Kory Hunter Middle - 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 | -93.8 | -0.8 | Orange | -47.6 | Lower |
| Latino | Met | Orange | -94.7 | -1.3 | Orange | -79.2 | Lower |
| English Learner | Met | Orange | -131.9 | 10.7 | Orange | -93.4 | Lower |

| Student Group | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| Long Term English Learner | Met | Red | -160.7 | -8.1 | Red | -163.5 | Higher |
| Socioeconomically Disadvantaged | Met | Red | -95.1 | -1.8 | Orange | -78.2 | Lower |
| Students with Disabilities | Met | Orange | -169.8 | 10.5 | 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 Medium was the same as the state’s Status Level of Medium. The charter school’s English Learner Progress Rate was higher than the state’s rate. In 2023 on the ELPI, the charter school’s performance color of Blue was higher than the state’s color of Yellow. The charter school’s English Learner Progress Rate was higher than the state’s rate. In 2024 on the ELPI, the charter school’s performance color of Red was lower than the state’s color of Orange. The charter school’s English Learner Progress Rates for English Learner and Long-term English Learner student groups were lower than their respective state rates.

As noted above, staff is recommending a benchmark in the area of English Learner Progress. In order to improve outcomes for English Learners and Long-Term English Learners, charter school leaders report the adoption of an updated English Language Learner curriculum as well as implementing leadership development, weekly instructional walkthroughs with real-time coaching, and professional development focused on scaffolding, differentiation, and structured language supports (i.e., sentence stems, tiered vocabulary, and increased speaking opportunities).

Alliance Kory Hunter Middle - English Learner Progress Indicator - 2021-2022

| Student Group | Charter ELPAC Participation Rate | Charter Level | Charter EL Progress Rate | State Level | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|-------------|------------------------|-----------------------------|
| English Learner | Met | Medium | 54.4% | Medium | 50.3% | Higher |

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

Alliance Kory Hunter Middle - 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 | Blue | 73.1% | 18.7% | Yellow | 48.7% | Higher |

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

Alliance Kory Hunter Middle - 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 | Red | 29.5% | -43.6% | Orange | 45.7% | Lower |
| Long Term English Learner | Met | Red | 25% | -50% | Orange | 45.8% | Lower |

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

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

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022 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. In 2023, however, the charter school's percentage of students suspended at least once was higher 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

As noted above, Alliance Kory Hunter Middle has six (6) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Note: Annual benchmark status updates as reported for the years in the tables below are based on available data from the previous school year (i.e., 2019-2020 benchmark status is based on 2018-2019 data). As CAASPP testing data is unavailable for the 2019–2020 and 2020–2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021 and 2021-2022 in the tables below. Additionally, the state did not issue Performance Level (color) in 2021-2022 due to a single year of available assessment data.

Benchmark 1: *The school will increase the percentage of English Learners (thereby decreasing the Long-Term English Learners percentage) demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.*

| Benchmark 1: English Learners Reclassification Rate | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Not Met | Not Met | Met | Met | No Update | No Update | No Update |

Benchmark 1 was not met for two years (2018-2019 and 2019-2020), met for two years (2020-2021 and 2021-2022), and no update for three years (2022-2023, 2023-2024, 2024-2025) given official reclassification rates were not available.

Benchmark 2: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

| Benchmark 2: ELA (English Learners) | | | | | | |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Met | Not Met | No Update | No Update | Met | Met | Not Met |

Benchmark 2 was met in 2018-2019, 2022-2023, and 2023-2024. It was not met in 2019-2020 and 2024-2025 as the school did not demonstrate an increase in Performance Level in either year, however, the English Learner student group outperformed the Resident Schools Median for both years. There was no update in 2020-2021 and 2021-2022.

Benchmark 3: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

| Benchmark 3: Math (English Learners) | | | | | | |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Met | Not Met | No Update | No Update | Met | Met | Not Met |

Benchmark 3 was met in 2018-2019, 2022-2023, and 2023-2024. It was not met in 2019-2020 and 2024-2025 as the school did not demonstrate an increase in Performance Level, however, the English Learner student group outperformed the Resident Schools Median for both years. There was no update in 2020-2021 and 2021-2022.

Benchmark 4: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

| Benchmark 4: ELA (Students with Disabilities) | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Met | Not Met | No Update | No Update | Met | Met | Met |

Benchmark 4 was met in 2018-2019, 2022-2023, 2023-2024, and 2024-2025. It was not met in 2019-2020 as the school did not demonstrate an increase in Performance Level, however, the Students with Disabilities student group outperformed the Resident Schools Median for that year. There was no update in 2020-2021 and 2021-2022.

Benchmark 5: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

| Benchmark 5: Math (Students with Disabilities) | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Met | Not Met | No Update | No Update | Met | Met | Met |

Benchmark 5 was met in 2018-2019, 2022-2023, 2023-2024, and 2024-2025. It was not met in 2019-2020 as the school did not demonstrate an increase in Performance Level, however, the Students with Disabilities student group outperformed the Resident Schools Median for that year. There was no update in 2020-2021 and 2021-2022.

Benchmark 6: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “All Students” in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

| Benchmark 6: Math (All Students) | | | | | | |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Met | Not Met | No Update | No Update | Met | Met | Not Met |

Benchmark 6 was met in 2018-2019, 2022-2023, and 2023-2024. It was not met in 2019-2020 and 2024-2025 as the school did not demonstrate an increase in Performance Level, however, the schoolwide performance was higher than the Resident Schools Median for those years. There was no update in 2020-2021 and 2021-2022

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 Alliance Kory Hunter Middle outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns | |
|----------------------------|---|
| 2023-2024 | <i>Developing</i> |
| 2024-2025 | <i>Developing</i> |
| Concerns | The rating of <i>Developing</i> in 2023-2024 and 2024-2025 were due to a majority of reported indicators that were rated at a “2” or “1.” |

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>Proficient</i> |
| 2024-2025 | <i>Developing</i> |
| Concerns | The rating of <i>Developing</i> in 2024-2025 was primarily attributed to governance and fiscal operational concerns that resulted in a Notice of Concern, related to Alliance charter schools’ expenditures on meal-related purchases, team-building activities, and staff appreciation, as well as its cash handling practices, identified through the CSD’s oversight review. Alliance provided its response, including updating its fiscal policies and procedures, to address these concerns. The CSD will continue to monitor these areas as part of its ongoing oversight. |

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).)

Alliance Kory Hunter Middle did submit verified data for consideration as part of its renewal application.

ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 *Final Diagnostic* and 2024-2025 *Spring*

(March 2- End of Year), respectively for All Students and for the following student groups¹: Socioeconomically Disadvantaged, English Learner, Latino, and Students with Disabilities. 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 451 students were assessed in Reading and 463 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.

For Reading, the i-Ready *Spring (March 2- End of Year)* report indicated that the Median Progress to Annual Typical Growth is 179%. Per the California SBE 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.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets² to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2024-2025.

As seen in the table below, Charter School provided the most recent data for four student groups and all four student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2024-2025.

| 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 |
| All Students Grade 6-8 | 451 | Grades 6-8: 45% | 179% | Met |
| Socioeconomically Disadvantaged | 425 | Grades 6-8: 45% | 182% | Met |
| English Learner | 114 | Grades 6-8: 45% | 174% | Met |
| Hispanic or Latino | 431 | Grades 6-8: 45% | 178% | Met |
| Students with Disabilities | 50 | Grades 6-8: 45% | 129% | Met |

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

¹ 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).

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

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

MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 Final Diagnostic and Spring (March 2- End of Year), respectively for All Students and for the following student groups³: Socioeconomically Disadvantaged, English Learner, Latino, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the 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 444 students were assessed in Math and 463 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.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 110%. Based on i-Ready’s Median Progress to Typical Growth targets⁴ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for four student groups and all four student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2024-2025.

| Student Groups | i-Ready Diagnostic Growth Math 2024-2025 | | | |
|---------------------------------|--|-----------------------|--|---------------------|
| | Number of Students Tested | i-Ready Growth Target | Math: Progress to Annual Typical Growth (Median) | One Year’s Progress |
| All Students Grade 6-8 | 444 | Grades 6-8: 60% | 118% | Met |
| Socioeconomically Disadvantaged | 416 | Grades 6-8: 60% | 93% | Met |
| English Learner | 112 | Grades 6-8: 60% | 90% | Met |
| Hispanic or Latino | 426 | Grades 6-8: 60% | 100% | Met |
| Special Education | 49 | Grades 6-8: 60% | 120% | Met |

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

³ 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).

⁴ i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready’s Median Progress to Typical Growth targets, Charter School met the one year’s progress for All Students and met the one year’s progress for all four of the school’s four student groups in Math in 2023-2024.

Based on the review and consideration of verified data, Alliance Kory Hunter Middle included two years of data, including schoolwide and student group reports (Socioeconomically Disadvantaged, English Learner, Latino, and Students with Disabilities) for both ELA and Math. In 2023-2024 and 2024-2025, Alliance Kory Hunter Middle appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Kory Hunter Middle’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 | \$3,564,345 | \$4,068,491 | \$4,809,140 | \$5,140,022 | \$5,067,926 |
| Net Income/Loss | \$956,247 | \$504,146 | \$740,649 | \$330,882 | (\$72,096) ² |
| Transfers In/Out | \$2,461 ¹ | \$0 | \$0 | \$0 | \$0 |
| Prior Year Adjustment(s) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Norm Enrollment ^A | 467 | 464 | 464 | 467 | 468 |

¹ According to Alliance College-Ready Public Schools (“Alliance”), the money transfer of \$2,461 during Fiscal Year (FY) 2020-2021 represented an adjustment for the remaining child nutrition fund balances transferred to the remaining Alliance charter schools by the closed schools of Alliance Baxter College-Ready High and Alliance College-Ready Middle Academy 5, effective June 30, 2021.

² According to Alliance, the projected net loss of (\$72,096) for FY 2024-2025 was partially attributed to lower one-time funding available to schools and strategic use of their reserves to maintain quality of programming while moving towards fiscal sustainability.

^A The Norm Enrollment reported by Alliance Kory Hunter Middle for Fiscal Year 2024-2025 was 468. The CSD will continue to monitor Alliance Kory Hunter Middle’s enrollment in accordance with established procedures and will take appropriate actions to ensure Charter School’s alignment with the approved capacity.

- b. 2023-2024 Independent Audit Report
 Audit Opinion: Unmodified/Unqualified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported
 Lack of a Going Concern: None Reported

- c. Other Significant Fiscal Information

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

| Alliance College-Ready Public Schools | | | | | |
|---|---------------------|---|-----------------------------|---|-----------------------------|
| Source: Independent Audit Report for the Year Ending June 30, 2024 | | | | | |
| # of Charter Schools | | <u>Including</u> related parties and charter schools | | <u>Excluding</u> related parties and charter schools | |
| Operated | Authorized by LAUSD | Net Assets | Net Income / (Loss) | Net Assets | Net Income / (Loss) |
| 23 ³ | 23 ³ | \$210,453,999 | (\$16,812,281) ⁴ | \$45,498,889 | (\$16,649,281) ⁴ |

³ On March 12, 2025, the Alliance College-Ready Public Schools Governing Board approved the resolution to voluntarily surrender Alliance Tennenbaum Family Technology’s charter, effective June 30, 2025, citing current and projected enrollment trends and related fiscal and operational challenges. In Fiscal Year 2025-2026, LAUSD authorized 22 Alliance charter schools.

⁴ The Alliance organization reported a significant net loss of over \$16 million, both including and excluding related parties and charter schools. This loss was primarily driven by several one-time events, including:

- A substantial decline in grants and contributions from FY 2022-2023 to FY 2023-2024, largely due to the absence of a \$16 million one-time philanthropic grant received in the prior year;
- Approximately \$1.5 million in costs associated with the implementation of a new Human Resources Information System (HRIS”), including configuration, training, and related expenses; and
- A \$3.2 million non-recurring loss from the sale of property formerly used by a closed Alliance charter school.

Alliance Kory Hunter Middle

Board District: 7 | Region: South | Location Code: 5199

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% | 447 | -33.6 | Low | -12.2 | Lower | 100% | 439 | -35.2 | -1.6 | Maintained | Orange | -13.6 | Lower | 100% | 453 | -39.6 | -4.4 | Declined | Orange | -13.2 | Lower |
| English Learner | 100% | 160 | -96.2 | Very Low | -61.2 | Lower | 100% | 170 | -84.2 | 12.0 | Increased | Orange | -67.7 | Lower | 100% | 222 | -77.3 | 6.9 | Increased | Orange | -67.6 | Lower |
| Latino | 100% | 440 | -33.7 | Low | -38.6 | Higher | 100% | 431 | -35.2 | -1.5 | Maintained | Orange | -40.2 | Higher | 100% | 440 | -39.8 | -4.7 | Declined | Orange | -39.3 | Lower |
| Long-Term English Learner | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 100% | 85 | -114.2 | -22.1 | Declined Significantly | Red | -109.6 | Lower |
| Socioeconomically Disadvantaged | 100% | 440 | -34.0 | Low | -41.4 | Higher | 100% | 425 | -35.2 | -1.2 | Maintained | Orange | -42.6 | Higher | 100% | 437 | -41.1 | -5.9 | Declined | Orange | -40.9 | Lower |
| Students with Disabilities | 98% | 39 | -128.4 | Very Low | -97.3 | Lower | 100% | 35 | -128.8 | -0.5 | Maintained | Red | -96.3 | Lower | 100% | 49 | -123.8 | 5.0 | Increased | Orange | -95.6 | Lower |

Data Sources: California School Dashboard Research data files.

Alliance Kory Hunter Middle

Board District: 7 | Region: South | Location Code: 5199

CA School Dashboard: Academic Performance - Math

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/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 | 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% | 447 | -93.9 | Low | -51.7 | Lower | 100% | 439 | -93.0 | 0.8 | Maintained | Orange | -49.1 | Lower | 100% | 455 | -93.8 | -0.8 | Maintained | Orange | -47.6 | Lower |
| English Learner | 100% | 160 | -149.8 | Very Low | -92.0 | Lower | 100% | 170 | -142.6 | 7.2 | Increased | Orange | -93.4 | Lower | 100% | 224 | -131.9 | 10.7 | Increased | Orange | -93.4 | Lower |
| Latino | 100% | 440 | -94.3 | Low | -83.4 | Lower | 100% | 431 | -93.4 | 0.9 | Maintained | Orange | -80.8 | Lower | 100% | 442 | -94.7 | -1.3 | Maintained | Orange | -79.2 | Lower |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 100% | 85 | -160.7 | -8.1 | Declined | Red | -163.5 | Higher |
| Socioeconomically Disadvantaged | 100% | 440 | -93.8 | Low | -84.0 | Lower | 100% | 425 | -93.3 | 0.6 | Maintained | Orange | -80.8 | Lower | 100% | 439 | -95.1 | -1.8 | Maintained | Red | -78.2 | Lower |
| Students with Disabilities | 98% | 39 | -164.3 | Very Low | -130.8 | Lower | 100% | 35 | -180.3 | -16.0 | Declined Significantly | Red | -127.3 | Lower | 100% | 49 | -169.8 | 10.5 | Increased | Orange | -124.3 | Lower |

Data Sources: California School Dashboard Research data files.

Alliance Kory Hunter Middle

Board District: 7 | Region: South | Location Code: 5199

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 | 114 | 54.4% | Medium | 50.3% | Higher | 134 | 73.1% | 18.7 | Increased Significantly | Blue | 48.7% | Higher | 122 | 29.5% | -43.6 | Declined Significantly | Red | 45.7% | Lower |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 76 | 25.0% | -50.0 | Declined Significantly | Red | 45.8% | Lower |

| 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 | Students Tested During Testing Window | Participation Rate Greater Than 95% | Participation Rate | Students Enrolled During Testing Window | Students Tested During Testing Window | Participation Rate Greater Than 95% | | |
| 2022 | EL | 51.8% | 2.6% | 26.3% | 19.3% | 1,052,513 | Y | 100.0% | 1,088,734 | 1,052,513 | Y | | |
| 2023 | EL | 72.4% | 0.7% | 21.6% | 5.2% | 1,048,300 | Y | 97.8% | 1,069,515 | 1,048,300 | Y | | |
| 2024 | EL | 27.0% | 2.5% | 42.6% | 27.9% | 193,182 | Y | 100.0% | 202,530 | 193,182 | Y | | |
| 2024 | LTEL | 21.1% | 3.9% | 36.8% | 38.2% | 1,028,083 | Y | 100.0% | 1,047,977 | 1,028,083 | Y | | |
| | | | | | | 182,603 | Y | 95.9% | 190,459 | 182,603 | Y | | |

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% | Students Tested During Testing Window | Students Enrolled During Testing Window | | |
| 2022 | EL | 117 | 117 | 100.0% | Y | 1,052,513 | 1,088,734 | 96.7% | Y | 1,052,513 | 1,088,734 | | |
| 2023 | EL | 136 | 139 | 97.8% | Y | 1,048,300 | 1,069,515 | 98.0% | Y | 1,048,300 | 1,069,515 | | |
| 2023 | LTEL | 71 | 71 | 100.0% | Y | 193,182 | 202,530 | 95.4% | Y | 193,182 | 202,530 | | |
| 2024 | EL | 127 | 128 | 99.2% | Y | 1,028,083 | 1,047,977 | 98.1% | Y | 1,028,083 | 1,047,977 | | |
| 2024 | LTEL | 54 | 54 | 100.0% | Y | 182,603 | 190,459 | 95.9% | Y | 182,603 | 190,459 | | |

Alliance Kory Hunter Middle

Board District: 7 | Region: South | Location Code: 5199

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 | 461 | 31.2% | Very High | 30.0% | Higher | 486 | 16.5% | -14.8 | Declined Significantly | Yellow | 24.3% | Lower | 483 | 15.5% | -0.9 | Declined | Yellow | 18.6% | Lower |
| English Learner | 122 | 39.3% | Very High | 33.6% | Higher | 157 | 17.8% | -21.5 | Declined Significantly | Yellow | 26.3% | Lower | 140 | 20.0% | 2.2 | Increased | Orange | 20.1% | Lower |
| Latino | 451 | 31.3% | Very High | 35.8% | Lower | 478 | 16.5% | -14.7 | Declined Significantly | Yellow | 28.4% | Lower | 464 | 15.3% | -1.2 | Declined | Yellow | 21.7% | Lower |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 91 | 19.8% | 6.0 | Increased | Orange | 23.9% | Lower |
| Socioeconomically Disadvantaged | 452 | 31.6% | Very High | 37.4% | Lower | 465 | 16.8% | -14.9 | Declined Significantly | Yellow | 29.9% | Lower | 466 | 15.7% | -1.1 | Declined | Yellow | 23.4% | Lower |
| Students with Disabilities | 40 | 27.5% | Very High | 39.6% | Lower | 38 | 10.5% | -17.0 | Declined | Yellow | 33.1% | Lower | 50 | 14.0% | 3.5 | Increased | Orange | 26.3% | Lower |

Data Sources: California School Dashboard Research data files.

Alliance Kory Hunter Middle

Board District: 7 | Region: South | Location Code: 5199

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/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 | 481 | 1.2% | Low | 3.1% | Lower | 500 | 6.4% | 5.2 | Increased Significantly | Orange | 3.5% | Higher | 492 | 1.2% | -5.2 | Declined Significantly | Blue | 3.2% | Lower |
| English Learner | 127 | 2.4% | Medium | 3.2% | Lower | 162 | 6.8% | 4.4 | Increased Significantly | Orange | 3.7% | Higher | 140 | 1.4% | -5.4 | Declined | Green | 3.4% | Lower |
| Latino | 471 | 1.1% | Low | 3.3% | Lower | 492 | 6.1% | 5.0 | Increased Significantly | Orange | 3.8% | Higher | 472 | 1.3% | -4.8 | Declined Significantly | Blue | 3.4% | Lower |
| Long-Term English Learner | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 91 | 1.1% | -7.9 | Declined | Green | 8.1% | Lower |
| Socioeconomically Disadvantaged | 469 | 1.3% | Low | 4.0% | Lower | 476 | 6.7% | 5.4 | Increased Significantly | Orange | 4.5% | Higher | 472 | 1.3% | -5.5 | Declined Significantly | Blue | 4.0% | Lower |
| Students with Disabilities | 42 | 4.8% | Medium | 5.4% | Lower | 38 | 10.5% | 5.8 | Increased | Orange | 5.9% | Higher | 51 | 0.0% | -10.5 | Declined | Blue | 5.4% | Lower |

Data Sources: California School Dashboard Research data files.

Alliance Kory Hunter Middle

Board District: 7 | Region: South | Location Code: 5199

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 | 489 | 529,902 | 5,837,690 | 470 | 516,685 | 5,806,221 |
| F/R Meal | 96.2% | 80.6% | 61.6% | 97.0% | 81.9% | 62.7% |
| GATE | 4.1% | 11.6% | N/A | 3.6% | 13.0% | N/A |
| English Learner | 29.2% | 20.1% | 18.4% | 26.0% | 18.6% | 17.4% |
| Foster Youth | 0.6% | 0.6% | 0.5% | 0.4% | 0.5% | 0.5% |
| Homeless Youth | 0.0% | 2.1% | 3.6% | 0.2% | 2.7% | 4.0% |
| Socioeconomically Disadvantaged | 96.4% | 81.3% | 62.7% | 97.0% | 82.4% | 63.6% |
| Students w/ Disabilities | 10.2% | 14.8% | 13.7% | 9.8% | 15.6% | 14.2% |
| Migrant Youth | 0.0% | 0.2% | 0.8% | 0.0% | 0.2% | 0.8% |
| African American/Black | 1.3% | 7.3% | 4.9% | 2.6% | 7.1% | 4.9% |
| American Indian or Alaska Native | 0.0% | 0.1% | 0.4% | 0.0% | 0.1% | 0.4% |
| Asian | 0.0% | 3.4% | 9.9% | 0.0% | 3.3% | 10.1% |
| Filipino | 0.0% | 1.7% | 2.2% | 0.0% | 1.6% | 2.2% |
| Latino | 96.8% | 73.8% | 56.1% | 95.5% | 73.6% | 56.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.2% | 0.4% | 0.0% | 0.2% | 0.4% |
| White | 0.2% | 9.8% | 20.3% | 1.3% | 9.7% | 20.0% |
| Two or More Races | 0.0% | 2.0% | 4.6% | 0.0% | 2.1% | 4.8% |
| Not Reported | 1.7% | 1.8% | 1.1% | 0.6% | 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>

Alliance Kory Hunter Middle

Board District: 7 | Region: South | Location Code: 5199

Long-Term English Learners (LTEL) and “At-Risk”

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

| | 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 | 70 | 20.0% | 17,921 | 7.3% | 226,508 | 11.1% | 57 | 16.2% | 15,302 | 6.5% | 211,186 | 10.6% | 69 | 21.6% | 13,052 | 5.9% | 198,853 | 10.4% |
| LTEL 6+ Years | 6 | 1.7% | 17,295 | 7.1% | 144,189 | 7.1% | 5 | 1.4% | 15,717 | 6.7% | 136,188 | 6.8% | 3 | 0.9% | 11,406 | 5.2% | 115,009 | 6.0% |
| At-Risk 4-5 Years | 5 | 1.4% | 60,457 | 24.7% | 505,486 | 24.8% | 10 | 2.8% | 60,574 | 25.7% | 519,651 | 26.0% | 14 | 4.4% | 57,726 | 26.1% | 516,862 | 26.9% |
| EL 0-3 Years | 57 | 16.3% | 18,850 | 7.7% | 236,319 | 11.6% | 65 | 18.5% | 14,725 | 6.2% | 207,768 | 10.4% | 36 | 11.3% | 13,775 | 6.2% | 178,306 | 9.3% |
| EL 4+ Years & Not At-Risk or LTEL | 138 | 39.4% | 114,523 | 46.8% | 1,112,502 | 54.5% | 137 | 39.0% | 106,318 | 45.0% | 1,074,793 | 53.8% | 122 | 38.1% | 95,959 | 43.3% | 1,009,030 | 52.6% |
| EL Total | 212 | 60.6% | 130,377 | 53.2% | 927,694 | 45.5% | 214 | 61.0% | 129,789 | 55.0% | 924,422 | 46.2% | 198 | 61.9% | 125,465 | 56.7% | 909,298 | 47.4% |
| RFEP | 350 | 100.0% | 244,900 | 100.0% | 2,040,196 | 100.0% | 351 | 100.0% | 236,107 | 100.0% | 1,999,215 | 100.0% | 320 | 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>

Alliance Kory Hunter Middle

Board District: 7 | Region: South | Location Code: 5199

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 | |
| 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 | # of SWD | % of Total SWD | % of Total Enrollment |
| Students with Disabilities | 48 | 100% | 10.2% | 78,319 | 100% | 14.8% | 46 | 100% | 9.8% | 80,505 | 100% | 15.6% |
| Total SWD Enrollment | 41 | 85.4% | 8.7% | 52,153 | 66.6% | 9.8% | 39 | 84.8% | 8.3% | 52,412 | 65.1% | 10.1% |
| High Incidence | 7 | 14.6% | 1.5% | 26,162 | 33.4% | 4.9% | 7 | 15.2% | 1.5% | 28,084 | 34.9% | 5.4% |
| Low Incidence | 6 | 12.5% | 1.3% | 18,713 | 23.9% | 3.5% | 5 | 10.9% | 1.1% | 20,802 | 25.8% | 4% |
| Autism | 0 | 0% | 0% | 4 | 0% | 0% | 0 | 0% | 0% | 7 | 0% | 0% |
| Deaf-Blindness | 0 | 0% | 0% | 188 | 0.2% | 0% | 0 | 0% | 0% | 178 | 0.2% | 0% |
| Deafness | 0 | 0% | 0% | 1,148 | 1.5% | 0.2% | 0 | 0% | 0% | 1,082 | 1.3% | 0.2% |
| Emotional Disturbance | 0 | 0% | 0% | 0 | 0% | 0% | 0 | 0% | 0% | 1 | 0% | 0% |
| Established Medical Disability | 1 | 2.1% | 0.2% | 971 | 1.2% | 0.2% | 2 | 4.3% | 0.4% | 931 | 1.2% | 0.2% |
| Hard of Hearing | 0 | 0% | 0% | 3,393 | 4.3% | 0.6% | 0 | 0% | 0% | 3,381 | 4.2% | 0.7% |
| Intellectual Disability | 0 | 0% | 0% | 965 | 1.2% | 0.2% | 0 | 0% | 0% | 1,035 | 1.3% | 0.2% |
| Multiple Disabilities | 3 | 6.3% | 0.6% | 10,930 | 14% | 2.1% | 7 | 15.2% | 1.5% | 11,596 | 14.4% | 2.2% |
| Other Health Impairment | 0 | 0% | 0% | 533 | 0.7% | 0.1% | 0 | 0% | 0% | 434 | 0.5% | 0.1% |
| Orthopedic Impairment | 31 | 64.6% | 6.6% | 29,615 | 37.8% | 5.6% | 26 | 56.5% | 5.5% | 29,368 | 36.5% | 5.7% |
| Specific Learning Disability | 7 | 14.6% | 1.5% | 11,608 | 14.8% | 2.2% | 6 | 13% | 1.3% | 11,448 | 14.2% | 2.2% |
| Speech or Language Impairment | 0 | 0% | 0% | 66 | 0.1% | 0% | 0 | 0% | 0% | 66 | 0.1% | 0% |
| Traumatic Brain Injury | 0 | 0% | 0% | 185 | 0.2% | 0% | 0 | 0% | 0% | 175 | 0.2% | 0% |
| Visual Impairment | | | | | | | | | | | | |

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)
ALLIANCE KORY HUNTER MIDDLE
BOARD OF EDUCATION REPORT 080-25/26
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 450 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Alliance Kory Hunter Middle 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:

Handwritten signature of Kristi Maar in black ink.

KRISTI MAAR
Specialist,
Charter Schools Division

APPROVED BY:

Handwritten signature of Keith H. Abrahams, III in black ink.

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services