



Board of Education Report

File #: Rep-088-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 10/14/2025

Approval of the Renewal Petition for KIPP Academy of Opportunity [PUBLIC HEARING]
Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for KIPP Academy of Opportunity) Recommends approval of the renewal petition for KIPP Academy of Opportunity, located in Board District 1 and Region South, for two (2) years, beginning July 1, 2026, until June 30, 2028, to serve up to 485 students in grades 5-8 in each year of the charter term.

Action Proposed:

Approve the renewal petition for KIPP Academy of Opportunity (“Charter School”), located in Board District 1 and Region South, for two (2) years, beginning July 1, 2026 until June 30, 2028, to serve up to 485 students in grades 5-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

KIPP Academy of Opportunity is a 5-8 school currently serving 463 students on a private facility at 8500 South Figueroa Street, Los Angeles, CA 90003 in Board District 1 and Region South. KIPP Academy of Opportunity was originally approved by the LAUSD Board of Education on February 11, 2003. On November 7, 2017, the charter school was renewed for a five-year term to serve 485 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Academy of Opportunity expires June 30, 2026.

On July 18, 2025, KIPP Academy of Opportunity 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.

Consistent with Education Code section 47607.2, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

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

Statutory Framework and Criteria for Renewal:

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

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

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

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

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

Expected Outcomes:

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

Board Options and Consequences:

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

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the

petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 088-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:

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

Budget Impact:

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

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

Student Impact:

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

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:

- Attachment A - Staff Assessment and Recommendation Report
- Attachment B - KIPP Academy of Opportunity Data Set
- Attachment C - KIPP Academy of Opportunity Plan to Improve Academic Performance
- Attachment D - 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/1PR9Yp9myTWo7gaUEmXHZEwfNpYDr_lbD?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 088-25/26
October 14, 2025

School Name:	KIPP Academy of Opportunity		BOARD IS REQUIRED TO TAKE ACTION BY: October 16, 2025
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator:	KIPP SoCal Public Schools		
Location Code:	8458		
Type of Site(s):	Private		
Site Address(es):	8500 South Figueroa Street, Los Angeles, CA 90003		
Board District(s):	1	Region(s):	South
Grade Levels Served:	5-8	Current Enrollment:	463
Grade Levels Authorized in Current Charter:	5-8	Approved Enrollment in Current Charter:	485
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Low Performing		
STAFF RECOMMENDATION:	Approval for a two (2)-year term (2026-2028)		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for KIPP Academy of Opportunity (“Charter School”), located in Board District 1 and Region South, for a term of two (2) years, beginning July 1, 2026, until June 30, 2028, to serve up to 485 students in grades 5-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

	KIPP Academy of Opportunity
Initial Authorization:	On February 11, 2003, KIPP Academy of Opportunity was authorized by the LAUSD Board of Education to serve 320 students in grades 5-8.
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 485 students in grades 5-8.</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 KIPP Academy of Opportunity expires June 30, 2026.</p>

	KIPP Academy of Opportunity
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on October 26, 2021, to add an admissions preference.
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 and petition revision benchmarks to KIPP Academy of Opportunity:</p> <ol style="list-style-type: none"> 1. KIPP Academy of Opportunity will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the district average, reported by June 1 annually. 2. KIPP Academy of Opportunity will demonstrate one performance level growth per academic year, as reported on the California School Dashboard, 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, reported by December 1 annually. 3. Within thirty days of approval of the renewal petition, Charter School shall complete its outstanding petition revisions and submit to the Charter Schools Division an updated petition. <p>Please see the “Additional Information” section below.</p>
Submission of Renewal Petition Application:	KIPP Academy of Opportunity 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:	KIPP Academy of Opportunity implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	KIPP Academy of Opportunity will participate in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

KIPP Academy of Opportunity is operated by KIPP SoCal Public Schools, a California nonprofit public benefit corporation that also operates thirteen (13) other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

KIPP Academy of Opportunity has been identified by the state as a Low performing charter school. The recommendation for renewal has considered if the charter school is taking meaningful steps to address the underlying cause or causes of low performance and if those steps are reflected or will be reflected in a written plan adopted by the governing body of the charter school. On July 18, 2025, KIPP Academy of Opportunity submitted a written plan titled “KIPP Academy of Opportunity Plan to Improve Academic Performance” , which was adopted by the KIPP SoCal governing board on June 12, 2025, outlining the steps that the charter school has taken or will take to address the underlying causes for low performance. The plan is specific to KIPP Academy of Opportunity’s petition and sets forth specific facts to support the finding that the charter school is taking meaningful steps to address the underlying cause or causes of low performance.

Please see additional information below in section VI. Low Performing Charter Schools, and the attached KIPP Academy of Opportunity Plan to Improve Academic Performance.

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.

KIPP Academy of Opportunity Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Very High	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	Orange	Red	Red	Not Applicable	Yellow	Not Applicable	Green
2023-2024	Yellow	Orange	Orange	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 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for four of five numerically significant student groups. In 2023 in ELA, the charter school’s DFS was lower than the state for All Students, and lower than the state for all five 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 four of six numerically significant student groups.

KIPP Academy of Opportunity - 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	-43.8	Low	-12.2	Lower
Black or African American	Met	Low	-64.8	Low	-57.7	Lower
Latino	Met	Low	-26.2	Low	-38.6	Higher
English Learner	Met	Low	-65.2	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-46.1	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-133.7	Very Low	-97.3	Lower

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

KIPP Academy of Opportunity - 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	-59.1	-15.3	Orange	-13.6	Lower
Black or African American	Met	Red	-73.2	-8.4	Orange	-59.6	Lower
Latino	Met	Orange	-48.2	-22.1	Orange	-40.2	Lower
English Learner	Met	Red	-85.2	-20.0	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-61.1	-15.0	Orange	-42.6	Lower
Students with Disabilities	Met	Orange	-127.2	6.5	Red	-96.3	Lower

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

KIPP Academy of Opportunity - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-47.9	11.1	Orange	-13.2	Lower
Black or African American	Met	Yellow	-69.1	4.1	Orange	-58.9	Lower
Latino	Met	Yellow	-33.9	14.3	Orange	-39.3	Higher
English Learner	Met	Orange	-73.9	11.2	Orange	-67.6	Lower
Long Term English Learner	Met	Red	-80.8	-3.0	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-50.0	11.1	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-120.7	6.5	Red	-95.6	Lower

d. Math Indicator

In 2022 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for four of five numerically significant student groups. In 2023 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for all five numerically significant student groups. In 2024 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for four of six student groups.

KIPP Academy of Opportunity - 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	-88.6	Low	-51.7	Lower
Black or African American	Met	Very Low	-114.3	Very Low	-106.9	Lower
Latino	Met	Low	-67.0	Low	-83.4	Higher
English Learner	Met	Very Low	-99.6	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-91.3	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-178.0	Very Low	-130.8	Lower

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

KIPP Academy of Opportunity - 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	Red	-110.5	-22.0	Orange	-49.1	Lower
Black or African American	Met	Red	-133.6	-19.3	Red	-104.5	Lower
Latino	Met	Orange	-92.2	-25.1	Orange	-80.8	Lower
English Learner	Met	Red	-125.1	-25.5	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-112.3	-21.0	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-205.1	-27.1	Orange	-127.3	Lower

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

KIPP Academy of Opportunity - 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	-96.6	13.9	Orange	-47.6	Lower
Black or African American	Met	Orange	-111.6	22.0	Red	-102.2	Lower
Latino	Met	Yellow	-87.7	4.5	Orange	-79.2	Lower
English Learner	Met	Orange	-111.1	14.0	Orange	-93.4	Lower
Long Term English Learner	Met	Red	-126.9	0.4	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Orange	-99.2	13.2	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-169.3	35.7	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 Very High was higher than the state’s Status Level of Medium. The charter school’s English Learner Progress Rate was higher than the state’s rate. In 2023 on the ELPI, the charter school’s performance color of Red was lower than the state’s color of Yellow. The charter school’s English Learner Progress Rate was lower than the state’s rate. In 2024 on the ELPI, the charter school’s performance color was the same as the state’s color of Orange for English Learner and Long-term English Learner student groups. The charter school’s English Learner Progress rate for the English Learner and Long-Term English Learner student groups was lower than the state’s rates, respectively.

KIPP Academy of Opportunity - 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	Very High	73.9%	Medium	50.3%	Higher

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

KIPP Academy of Opportunity - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	35.2%	-38.7%	Yellow	48.7%	Lower

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

KIPP Academy of Opportunity - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	36.7%	1.5%	Orange	45.7%	Lower
Long Term English Learner	Met	Orange	32.5%	3.2%	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 for all five numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was higher than the state for All Students and for all five numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was higher than the state for All Students, and for all six numerically significant student groups, however, the Chronic Absenteeism rates demonstrated declines.

In order to reduce the rate of chronic absenteeism, the school reports implementing a “Start Strong” initiative which includes conducting family meetings, attendance planning, and early identification of students at risk of being chronically absent. Additional steps taken by the school include daily calls, weekly check-ins, intensive support for students with eight (8) or more absences, and home visits for students with ten (10) or more absences.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Additional Information

BENCHMARK UPDATE

As noted above, KIPP Academy of Opportunity has three (3) benchmarks related to academics and petition revisions 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 demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.*

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

Benchmark 1 was met for one year (2018-2019), not met for three years (2019-2020, 2020-2021, and 2021-2022), and no update for three years (2022-2023, 2023-2024, and 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 “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 2: Math (Students with Disabilities)						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	No Update	No Update	Not Met	Not Met	Not Met

Benchmark 2 was not met in five of the seven years. In 2019-2020 and 2024-2025, the Students with Disabilities demonstrated growth of one performance level, but did not outperform the Resident Schools Median in those years. In 2018-2019, 2022-2023, and 2023-2024, the Students with Disabilities outperformed the Resident Schools Median, but did not demonstrate growth of one performance level. There was no update in 2020-2021 and 2021-2022 due to lack of available data.

Benchmark 3: *Within thirty days of approval of the renewal petition, Charter School shall complete its outstanding petition revisions and submit to the Charter Schools Division an updated petition.*

Benchmark 3 was only applicable for the 2018-2019 school year and was met.

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 KIPP Academy of Opportunity 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>Unsatisfactory</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was due to a majority of reported indicators that were rated at “2” or “1.” The rating of <i>Unsatisfactory</i> in 2024-2025 was due to the school being identified as a Low Performing charter school based on the state’s published list.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. LOW PERFORMING CHARTER SCHOOLS

A charter school designated as “Low performing” shall not be renewed. (Ed. Code, § 47607.2(a)(1).) A charter school is considered “Low performing” if either of the following apply for the two consecutive years immediately preceding renewal:

- 1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels; or
- 2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

The LAUSD Board may renew a Low performing charter school **only upon** making the following written factual finding:

The charter school is taking meaningful steps to address the underlying cause(s) of its low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school. (Ed. Code, § 47607.2 (a)(4).)

In March of 2025, KIPP Academy of Opportunity was identified by the California Department of Education (CDE) as a Low performing charter school. For reference, Charter School was previously identified as Middle performing in 2024 and Low performing in 2020.

KIPP Academy of Opportunity submitted with its renewal application the “KIPP Academy of Opportunity’s Plan to Improve Academic Performance” that was approved by the KIPP SoCal Public Schools Governing Board at its meeting on June 12, 2025. Charter School’s plan includes an introduction describing the charter school’s performance on the California School Dashboard leading to the CDE’s identification of KIPP Academy of Opportunity as a Low Performing school. The plan includes an analysis of the underlying causes and cites supporting research for the low performance on ELA, Math, and ELPI indicators of the California School Dashboard. Furthermore, the plan describes steps that the school is taking and will be taking to address its low performance. In addition, the plan identifies supports and interventions for students; new and additional resources; targeted training and professional development for staff; and timebound measurable performance goals. The plan also includes a year-over-year comparison of the schools 2024 Dashboard data in ELA and Math which reports positive change in Distance from Standard.

ELA

KIPP Academy of Opportunity’s plan identifies underlying causes of the low performance in ELA to include foundational gaps resulting from early learning disruptions related to the COVID-19 pandemic that affected systemic and explicit instruction in phonemic awareness and phonics, as well as the development of learning skills including decoding, fluency and comprehension. KIPP Academy of Opportunity’s plan outlines the steps the school has taken and will take to address the underlying causes and improve student outcomes in ELA, including the implementation of a dedicated reading intervention block; planned lesson implementation practices include structured routines to unpack standards, analyze texts, anticipate student misconceptions, and pre-planning scaffolds; a defined scope and sequence with consistent lesson cycles aligned to standards and benchmark assessments; student-driven goal setting supported by data and quarterly assessments; and adoption of new ELA curriculum to provide rigorous, grade-level learning experiences.

MATH

KIPP Academy of Opportunity’s plan identifies underlying causes of the low performance in Math to include persistent gaps in foundational math knowledge that emerged at the peak of COVID-19 disruptions during their students’ early elementary years, which led to interrupted sequential learning, limited engagement, underdeveloped early numeracy, and challenges implementing instructional tools and interventions remotely. KIPP Academy of Opportunity’s plan outlines steps the school has taken and will take to address the underlying causes and improve student outcomes in Math, including adopting a standards-aligned curriculum to build conceptual understanding, fluency, and application; implementing structured practices such as unpacking lesson objectives, anticipating student misconceptions, rehearsing Math discourse strategies, and identifying key models; strengthening data analysis aligned to benchmarks; providing instructional coaching (from content-aligned administrator)

focused on Math talks, academic vocabulary, problem-solving strategies, and student ownership; and establishing a five-year plan with specific targets to increase Distance from Standard for all students.

ELPI

KIPP Academy of Opportunity’s plan identifies underlying causes of the low performance in ELPI to include foundational gaps in language acquisition resulting from COVID-19 disruptions, which reduced opportunities for immersive, language-rich classroom instruction for English Learners (ELs), including scaffolded academic language, modeling of complex vocabulary, and targeted small-group instruction. KIPP Academy of Opportunity’s plan outlines the steps the school has taken and will take to address the underlying causes and improve student outcomes for ELPI, including designated ELD instruction tailored to ELPAC performance levels; adoption of the new EL curriculum, which emphasizes oral interaction, academic vocabulary, and structured writing; integrated ELD supports using language scaffolds such as sentence frames, academic discourse routines, and visuals; and ongoing monitoring of student progress and refinement of program implementation, with a focus on reclassification and long-term academic outcomes for ELs.

Staff’s review and analysis determined that the submitted board-approved plan included the required elements called for in Education Code section 47607.2(a)(4). Specifically, staff has determined that the charter school is taking meaningful steps to address the underlying causes of the school’s low performance, and that those meaningful steps are reflected in the board-approved plan.

In alignment with Education Code section 47607.2(a)(4), staff recommends approval for the two-year renewal of this Low performing charter school based on the written factual finding that the school is taking meaningful steps to address the underlying cause(s) of the school’s low performance, and that those meaningful steps are reflected in the board-approved plan..

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

KIPP Academy of Opportunity’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	\$441,231	\$1,056,835	\$1,282,602	\$1,027,139	\$1,029,984
Net Income/Loss	\$138,329	\$615,604	\$225,767	(\$255,463) ¹	\$2,845
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	490	437	473	467	463

¹The net loss reported for Fiscal Year 2023–2024 was primarily due to a combination of: (a) unexpectedly high substitute staffing costs stemming from growing student service needs, and (b) \$160K in non-cash expenses related to depreciation and amortization.

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

KIPP SoCal Public Schools’ 2023-2024 independent audit report identified an audit finding regarding noncompliance in the Expanded Learning Opportunities Program offered at the following KIPP charter schools that were closed effective June 30, 2024: KIPP Generations Academy, KIPP Pueblo Unido, and KIPP Poder Public School (not authorized by LAUSD), *which did not include KIPP Academy of Opportunity*. The total estimate questioned cost of \$52,504 for the three closed charter schools was identified in the audit report.

- c. Other Significant Fiscal Information
 Not applicable

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

KIPP SoCal 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)
20*	17*	\$158,546,786	\$1,904,167	\$83,923,758	\$1,839,232

* On February 1, 2024, KIPP SoCal Public Schools’ Board of Directors approved the voluntary closure of KIPP Pueblo Unido and KIPP Generations Academy (both authorized by LAUSD), and KIPP Poder Public School (authorized by the Los Angeles County of Education (LACOE)), effective June 30, 2024, citing challenges related to long-term fiscal sustainability and under-enrollment. In Fiscal Year 2024-2025, LAUSD authorized 15 KIPP SoCal charter schools. As of Fiscal Year 2025-2026, 14 KIPP SoCal charter schools remain under LAUSD’s authorization, with KIPP Sol Academy authorized by LACOE effective July 1, 2025.

KIPP Academy of Opportunity

Board District: 1 | Region: South | Location Code: 8458

CA School Dashboard: Academic Performance - English Language Arts

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student Group	ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	437	-43.8	Low	-12.2	Lower	99%	442	-59.1	-15.3	Declined Significantly	Orange	-13.6	Lower	100%	442	-47.9	11.1	Increased	Yellow	-13.2	Lower
African American/Black	97%	201	-64.8	Low	-57.7	Lower	100%	196	-73.2	-8.4	Declined	Red	-59.6	Lower	100%	188	-69.1	4.1	Increased	Yellow	-58.9	Lower
English Learner	99%	98	-65.2	Low	-61.2	Lower	99%	103	-85.2	-20.0	Declined Significantly	Red	-67.7	Lower	100%	110	-73.9	11.2	Increased	Orange	-67.6	Lower
Foster Youth	100%	11	-80.4	Very Low	-85.6	--	100%	4	*	*	*	*	-89.2	*	100%	2	*	*	*	*	-87.3	*
Homeless Youth	100%	2	*	*	-62.9	*	100%	9	*	*	*	*	-67.9	*	100%	19	-51.0	--	--	--	-70.4	--
Latino	99%	232	-26.2	Low	-38.6	Higher	99%	241	-48.2	-22.1	Declined Significantly	Orange	-40.2	Lower	100%	242	-33.9	14.3	Increased	Yellow	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	40	-80.8	-3.0	Declined	Red	-109.6	Higher
Socioeconomically Disadvantaged	98%	412	-46.1	Low	-41.4	Lower	99%	423	-61.1	-15.0	Declined	Orange	-42.6	Lower	100%	423	-50.0	11.1	Increased	Yellow	-40.9	Lower
Students with Disabilities	99%	67	-133.7	Very Low	-97.3	Lower	100%	71	-127.2	6.5	Increased	Orange	-96.3	Lower	100%	70	-120.7	6.5	Increased	Orange	-95.6	Lower

Data Sources: California School Dashboard Research data files.

KIPP Academy of Opportunity

Board District: 1 | Region: South | Location Code: 8458

CA School Dashboard: Academic Performance - Math

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student Group	Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	97%	434	-88.6	Low	-51.7	Lower	99%	442	-110.5	-22.0	Declined Significantly	Red	-49.1	Lower	99%	440	-96.6	13.9	Increased	Orange	-47.6	Lower
African American/Black	96%	199	-114.3	Very Low	-106.9	Lower	100%	196	-133.6	-19.3	Declined Significantly	Red	-104.5	Lower	99%	187	-111.6	22.0	Increased Significantly	Orange	-102.2	Lower
English Learner	97%	96	-99.6	Very Low	-92.0	Lower	99%	103	-125.1	-25.5	Declined Significantly	Red	-93.4	Lower	98%	109	-111.1	14.0	Increased	Orange	-93.4	Lower
Foster Youth	100%	11	-173.8	Very Low	-126.3	--	100%	4	*	*	*	*	-127.4	*	100%	2	*	*	*	*	-125.1	*
Homeless Youth	100%	2	*	*	-101.8	*	100%	9	*	*	*	*	-101.3	*	100%	19	-96.6	--	--	--	-106.0	--
Latino	98%	231	-67.0	Low	-83.4	Higher	99%	241	-92.2	-25.1	Declined Significantly	Orange	-80.8	Lower	99%	241	-87.7	4.5	Increased	Yellow	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	39	-126.9	0.4	Maintained	Red	-163.5	Higher
Socioeconomically Disadvantaged	97%	409	-91.3	Low	-84.0	Lower	99%	423	-112.3	-21.0	Declined Significantly	Red	-80.8	Lower	99%	421	-99.2	13.2	Increased	Orange	-78.2	Lower
Students with Disabilities	97%	66	-178.0	Very Low	-130.8	Lower	100%	71	-205.1	-27.1	Declined Significantly	Red	-127.3	Lower	100%	70	-169.3	35.7	Increased Significantly	Orange	-124.3	Lower

Data Sources: California School Dashboard Research data files.

KIPP Academy of Opportunity

Board District: 1 | Region: South | Location Code: 8458

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	69	73.9%	Very High	50.3%	Higher	91	35.2%	-38.7	Declined Significantly	Red	48.7%	Lower	90	36.7%	1.5	Maintained	Orange	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	40	32.5%	3.2	Increased	Orange	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	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%	
2022	EL	66.7%	7.2%	20.3%	5.8%	47.5%	2.8%	31.4%	18.3%	1,052,513	Y	
2023	EL	33.0%	2.2%	29.7%	35.2%	45.7%	2.3%	32.2%	18.3%	1,048,300	Y	
2024	EL	31.1%	5.6%	34.4%	28.9%	43.2%	1.9%	34.4%	19.1%	1,028,083	Y	
2024	LTEL	25.0%	7.5%	35.0%	32.5%	41.6%	3.4%	28.5%	24.7%	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	Participation Rate Greater Than 95%	
2022	EL	76	76	100.0%	Y	1,052,513	1,088,734	96.7%	Y	1,052,513	96.7%	
2023	EL	92	93	98.9%	Y	1,048,300	1,069,515	98.0%	Y	1,048,300	98.0%	
2023	LTEL	27	28	96.4%	Y	193,182	202,530	95.4%	Y	193,182	95.4%	
2024	EL	91	91	100.0%	Y	1,028,083	1,047,977	98.1%	Y	1,028,083	98.1%	
2024	LTEL	31	31	100.0%	Y	182,603	190,459	95.9%	Y	182,603	95.9%	

KIPP Academy of Opportunity

Board District: 1 | Region: South | Location Code: 8458

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	467	52.9%	Very High	30.0%	Higher	476	43.3%	-9.6	Declined Significantly	Yellow	24.3%	Higher	472	36.9%	-6.4	Declined Significantly	Yellow	18.6%	Higher
African American/Black	222	65.8%	Very High	42.9%	Higher	214	54.7%	-11.1	Declined Significantly	Yellow	36.4%	Higher	207	46.9%	-7.8	Declined Significantly	Yellow	31.3%	Higher
English Learner	78	46.2%	Very High	33.6%	Higher	105	36.2%	-10.0	Declined	Orange	26.3%	Higher	92	39.1%	2.9	Increased	Red	20.1%	Higher
Foster Youth	11	36.4%	Very High	42.1%	--	5	*	*	*	*	33.6%	*	2	*	*	*	*	30.5%	*
Homeless Youth	2	*	*	45.1%	*	10	*	*	*	*	38.7%	*	22	40.9%	--	--	--	32.7%	--
Latino	241	41.1%	Very High	35.8%	Higher	257	33.9%	-7.2	Declined Significantly	Yellow	28.4%	Higher	253	28.9%	-5.0	Declined Significantly	Yellow	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	41	36.6%	1.9	Increased	Red	23.9%	Higher
Socioeconomically Disadvantaged	438	53.2%	Very High	37.4%	Higher	455	44.4%	-8.8	Declined Significantly	Yellow	29.9%	Higher	450	37.6%	-6.8	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	72	66.7%	Very High	39.6%	Higher	76	57.9%	-8.8	Declined	Orange	33.1%	Higher	74	44.6%	-13.3	Declined	Orange	26.3%	Higher

Data Sources: California School Dashboard Research data files.

KIPP Academy of Opportunity

Board District: 1 | Region: South | Location Code: 8458

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	482	0.0%	Very Low	3.1%	Lower	488	0.4%	0.4	Increased	Green	3.5%	Lower	491	0.4%	0.0	Maintained	Blue	3.2%	Lower
African American/Black	229	0.0%	Very Low	7.9%	Lower	220	0.9%	0.9	Increased	Yellow	8.8%	Lower	212	0.9%	0.0	Maintained	Green	8.4%	Lower
English Learner	79	0.0%	Very Low	3.2%	Lower	107	0.9%	0.9	Increased	Yellow	3.7%	Lower	97	0.0%	-0.9	Declined	Blue	3.4%	Lower
Foster Youth	11	0.0%	Very Low	12.4%	--	5	*	*	*	*	13.6%	*	2	*	*	*	*	13.2%	*
Homeless Youth	3	*	*	5.5%	*	10	*	*	*	*	6.5%	*	23	0.0%	--	--	--	5.7%	--
Latino	248	0.0%	Very Low	3.3%	Lower	263	0.0%	0.0	Maintained	Blue	3.8%	Lower	267	0.0%	0.0	Maintained	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	42	0.0%	-2.0	Declined	Blue	8.1%	Lower
Socioeconomically Disadvantaged	448	0.0%	Very Low	4.0%	Lower	464	0.4%	0.4	Increased	Green	4.5%	Lower	465	0.4%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	74	0.0%	Very Low	5.4%	Lower	76	0.0%	0.0	Maintained	Blue	5.9%	Lower	77	0.0%	0.0	Maintained	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

KIPP Academy of Opportunity

Board District: 1 | Region: South | Location Code: 8458

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/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	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	467	529,902	5,837,690	466	516,685	5,806,221
F/R Meal	94.9%	80.6%	61.6%	83.0%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	19.5%	20.1%	18.4%	23.4%	18.6%	17.4%
Foster Youth	0.4%	0.6%	0.5%	0.6%	0.5%	0.5%
Homeless Youth	3.4%	2.1%	3.6%	0.2%	2.7%	4.0%
Socioeconomically Disadvantaged	94.9%	81.3%	62.7%	86.1%	82.4%	63.6%
Students w/ Disabilities	15.8%	14.8%	13.7%	13.5%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	43.7%	7.3%	4.9%	39.7%	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	53.7%	73.8%	56.1%	57.7%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.2%	0.2%	0.4%
White	0.2%	9.8%	20.3%	0.2%	9.7%	20.0%
Two or More Races	1.5%	2.0%	4.6%	1.7%	2.1%	4.8%
Not Reported	0.9%	1.8%	1.1%	0.4%	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/ds/sd/filesenr.asp>

KIPP Academy of Opportunity

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

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/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	29	15.8%	17,921	7.3%	226,508	11.1%	32	18.8%	15,302	6.5%	211,186	10.6%	28	15.6%	13,052	5.9%	198,853	10.4%
LTEL 6+ Years	9	4.9%	17,295	7.1%	144,189	7.1%	12	7.1%	15,717	6.7%	136,188	6.8%	16	8.9%	11,406	5.2%	115,009	6.0%
At-Risk 4-5 Years	4	2.2%	60,457	24.7%	505,486	24.8%	4	2.4%	60,574	25.7%	519,651	26.0%	17	9.4%	57,726	26.1%	516,862	26.9%
EL 0-3 Years	59	32.2%	18,850	7.7%	236,319	11.6%	43	25.3%	14,725	6.2%	207,768	10.4%	48	26.7%	13,775	6.2%	178,306	9.3%
EL 4+ Years & Not At-Risk or LTEL	101	55.2%	114,523	46.8%	1,112,502	54.5%	91	53.5%	106,318	45.0%	1,074,793	53.8%	109	60.6%	95,959	43.3%	1,009,030	52.6%
EL Total	82	44.8%	130,377	53.2%	927,694	45.5%	79	46.5%	129,789	55.0%	924,422	46.2%	71	39.4%	125,465	56.7%	909,298	47.4%
RFEP	183	100.0%	244,900	100.0%	2,040,196	100.0%	170	100.0%	236,107	100.0%	1,999,215	100.0%	180	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>

KIPP Academy of Opportunity

Board District: 1 | Region: South | Location Code: 8458

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	74	100%	15.8%	78,319	100%	14.8%	62	100%	13.3%	80,505	100%	15.6%
Total SWD Enrollment	64	86.5%	13.7%	52,153	66.6%	9.8%	55	88.7%	11.8%	52,412	65.1%	10.1%
High Incidence	10	13.5%	2.1%	26,162	33.4%	4.9%	7	11.3%	1.5%	28,084	34.9%	5.4%
Low Incidence	7	9.5%	1.5%	18,713	23.9%	3.5%	6	9.7%	1.3%	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	1	1.4%	0.2%	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	1.4%	0.2%	971	1.2%	0.2%	1	1.6%	0.2%	931	1.2%	0.2%
Hard of Hearing	1	1.4%	0.2%	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	12	16.2%	2.6%	10,930	14%	2.1%	12	19.4%	2.6%	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	39	52.7%	8.4%	29,615	37.8%	5.6%	32	51.6%	6.9%	29,368	36.5%	5.7%
Specific Learning Disability	13	17.6%	2.8%	11,608	14.8%	2.2%	11	17.7%	2.4%	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).



A C A D E M Y O F
O P P O R T U N I T Y

PLAN TO IMPROVE ACADEMIC PERFORMANCE

As Submitted to the Governing Board of KIPP SoCal Public Schools

June 12, 2025

Introduction

On March 14, 2025, the California Department of Education (“CDE”) categorized KIPP Academy of Opportunity (“Opportunity”) as a low-performing charter school. The CDE reached this conclusion on the basis of the school’s performance on the California School Dashboard (“Dashboard”).

The 2024 California Dashboard noted that Opportunity trailed the state in the following areas:

- English Learner Progress Indicator
 - Opportunity’s English Learner Progress Indicator (“ELPI”) reached 36.7%, which was nine percentage points behind the statewide ELPI

- English Language Arts
 - Opportunity’s average Distance From Standard (“DFS”) in English Language Arts (“ELA”) was -47.9, while students across California averaged -13.
 - Opportunity’s English Learners had an average DFS of -80.8 in ELA, while their statewide peers averaged -67.6
 - Opportunity’s Students With Disabilities (“SWD”) posted an average DFS of -120.7 in ELA, while their statewide peers averaged -95.6
 - Opportunity’s African American students had an average DFS of -69.1 in ELA, while their statewide peers averaged -58.9
 - Opportunity’s socioeconomically disadvantaged students recorded an average DFS of -50.0 in ELA, while their statewide peers averaged -40.9

- Math

- Opportunity's average DFS in math was -96.6, while students across California averaged -47.6
- Opportunity's African American students had an average DFS of -111.6 in math, while their statewide peers averaged -102.2
- Opportunity's English Learners had an average DFS of -111.1 in math, while their statewide peers averaged -93.4
- Opportunity's socioeconomically disadvantaged students posted an average DFS of -99.2 in math, while their statewide peers averaged -78.2
- Opportunity's SWD recorded an average DFS of -169.3 in math, while their statewide peers averaged -124.3
- Opportunity's Latinx students had an average DFS of -87.7 in math, while their statewide peers averaged -79.2

Opportunity's plan for improving academic performance is detailed in the sections below. In the first section, the school outlines its plan to improve on the Dashboard's English Learner Progress Indicator ("ELPI"). In the second section, the school outlines its plans to improve academic performance in English Language Arts ("ELA"). And in the third section, the school outlines its plans to improve academic performance in math.

Opportunity submitted this plan for review and approval by KIPP SoCal's governing board on June 12, 2025.

Plan to Improve English Learner Progress Indicator ("ELPI") Performance

The 2024 Dashboard shows that 36.7% of our school's English Learners made progress toward English language proficiency or maintained the highest level. That is nine percentage points behind the state's ELPI of 45.7%. While the ELPI for Opportunity is still recovering since 2022, Opportunity saw an increase in ELPI performance from SY23 to SY24, while the State has seen a steady decline since 2022.

Root-Cause Analysis for Meaningful Improvement in ELPI

While Opportunity is committed to making urgent and sustained progress on the English Learner Progress Indicator (ELPI), our root-cause analysis has identified that meaningful improvement requires both targeted instruction and systemic support. Since 2022, we have implemented a multi-pronged strategy aimed at addressing the diverse needs of our English Learners (ELs) and accelerating their progress toward English language proficiency.

First, we have structured **Designated ELD instruction by ELPAC performance levels**, allowing educators to tailor lessons to the specific language development stages of students. This targeted grouping enables teachers to focus on the linguistic functions and forms most relevant to each level, whether it's basic oral fluency or advanced academic language. Research from the California Department of Education and WestEd underscores the importance of level-specific ELD instruction in helping students make measurable gains in language acquisition.

Second, we have adopted **English 3D as our designated ELD curriculum** and focused on implementing it with high fidelity. English 3D, developed by Dr. Kate Kinsella, is a proven, research-based program designed to accelerate academic language development for Long-Term English Learners (LTELs) and students with interrupted formal education. The program's emphasis on oral interaction, academic vocabulary, and structured writing provides ELs with the linguistic tools they need to participate fully in rigorous content-area instruction.

Third, we have prioritized **Integrated ELD supports within ELA classrooms**, ensuring that all students receive language scaffolds during core instruction. This includes strategies such as sentence frames, academic discourse routines, visuals, and chunked reading—all aligned with ELA standards. These scaffolds ensure that English Learners can access grade-level texts while simultaneously developing their English proficiency. According to the California English Learner Roadmap, effective integrated ELD is essential for supporting ELs in mastering both content and language objectives across disciplines.

Together, these strategies form a coherent approach that addresses the root causes of underperformance on the ELPI by promoting consistent, equitable, and linguistically responsive instruction. As we continue to monitor implementation and student progress, we remain focused on refining these practices to ensure every English Learner at Opportunity is on a clear path to reclassification and long-term academic success.

While progress continues at Opportunity in ELPI, the #1 root cause for lower than the State ELPI performance is **foundational gaps in language acquisition**.

While English Learners (ELs) at Opportunity have demonstrated consistent growth in English Language Arts (ELA), both year-over-year and within cohorts—as seen in the 2024 SBAC results—their overall performance continues to lag behind that of their English-proficient peers. The primary root cause is the compounded challenge ELs face in

acquiring both foundational reading skills and academic English proficiency, particularly following the disruptions of the COVID-19 pandemic.

During the critical early years of language and literacy development, many EL students were accessing instruction remotely. For example, current middle school ELs spent large portions of first and second grade on Zoom, missing out on the immersive, language-rich environment that in-person classrooms uniquely provide. Research from the Migration Policy Institute and Stanford's Understanding America Study shows that ELs experienced deeper academic setbacks during the pandemic than their non-EL peers, largely because remote instruction reduced opportunities for interactive speaking, listening, and feedback—essential components of language acquisition and literacy development (see references below).

In-person instruction is especially critical for ELs, as it allows teachers to scaffold academic language, model complex vocabulary and sentence structures, and offer targeted small-group instruction. Without consistent exposure to oral language development, culturally responsive texts, and direct instruction in phonics and comprehension strategies, EL students are less likely to develop the literacy skills necessary to access grade-level content. These foundational gaps, exacerbated by limited access to instructional support during remote learning, have had long-term impacts on SBAC performance in 2022, 2023, and 2024. While ELs at Opportunity are making important strides, the lingering effects of disrupted language development remain a core challenge in accelerating their academic achievement to meet or exceed state benchmarks.

References:

1. Sugarman, J., & Lazarin, M. (2020). *Educating English Learners during the COVID-19 Pandemic*. Migration Policy Institute, <https://www.migrationpolicy.org/research/english-learners-covid-19-pandemic-policy-ideas>.
2. García, E., & Weiss, E. (2021). *English Learners and COVID-19: A Lingering Challenge*. Economic Policy Institute.

Measurable Goal to Improve Opportunity's ELPI

The table below outlines Opportunity's measurable goal for improving ELPI. This goal is set on a five-year time horizon.

	Baseline (24)	YR 0 (25)	YR 1 (26)	YR 2 (27)	YR 3 (28)	YR 4 (29)	New Base (30)
ELPI	36.7%	>3	>3	>3	>3	>3	51.7%

Action Plan for Improving ELPI Performance

Continuing Strategies:

- 1) Designated ELD
- 2) English 3D as designated ELD curriculum
- 3) Integrated ELD supports

New Strategies:

- 1) **Hiring a Dedicated ELD Teacher:**
 To provide targeted language development support and improve reclassification rates, we are investing in a full-time English Language Development (ELD) teacher. This dedicated role will allow for consistent, high-impact Designated ELD instruction aligned to students’ ELPAC proficiency levels. The ELD teacher will also support integrated ELD practices across content areas, coach staff on best practices for supporting MLLs, and lead data-driven interventions tailored to individual student needs.

- 2) **Expanding DIBELS Literacy Assessment to Grades 6–8:**
 We are broadening the use of the **DIBELS (Dynamic Indicators of Basic Early Literacy Skills)** assessment beyond 5th grade to include all students in grades 6–8. This expansion allows us to systematically monitor literacy development, particularly decoding, fluency, and comprehension—key areas where MLLs often need additional support. Based on DIBELS data, students will receive **individualized, skills-based instruction** during intervention blocks to close foundational literacy gaps and ensure readiness for grade-level texts.

- 3) **Adopting New ELA Curriculum: Fishtank ELA with Embedded MLL Supports:**
 Our adoption of **Fishtank ELA** brings a high-quality, standards-aligned curriculum that includes intentional scaffolds for MLLs. The curriculum features **embedded supports** such as structured writing tasks, academic discourse routines, and explicit

vocabulary development—all critical for language acquisition. Through these supports, MLLs engage deeply with complex texts while building the linguistic competence needed to succeed across disciplines.

Plan to Improve Academic Performance in English Language Arts (“ELA”)

The 2024 Dashboard shows that KIPP Academy of Opportunity improved ELA Performance overall and in each student group where there is year-over-year comparison.

ELA: Comparing Opportunity to California

	18–19	19–20	20–21	21–22	22–23	23–24
Opportunity	-56.6 Orange	–	–	-43.8 Low	-59.1 Orange	-47.9 Yellow
California	-2.5 Green	–	–	-12.2 Low	-13.6 Orange	-13.2 Orange

ELA: Comparing Opportunity Student Groups to California’s Student Groups

Student Group	Jurisdiction	18–19	19–20	20–21	21–22	22–23	23–24
Latinx	Opportunity	-37.4 Orange	–	–	-26.2 Low	-48.2 Orange	-33.9 Yellow
	California	-26.6 Yellow	–	–	-38.6 Low	-40.2 Orange	-39.3 Orange
African American	Opportunity	-69.5 Orange	–	–	-64.8 Low	-73.2 Red	-69.1 Yellow
	California	-47.6 Yellow	–	–	-57.7 Low	-59.6 Orange	-58.9 Orange
English Learners	Opportunity	-70.6 Orange	–	–	-65.2 Low	-85.2 Red	-73.9 Orange
	California	-45.1 Yellow	–	–	-61.2 Low	-67.7 Orange	-67.6 Orange

Long-Term English Learners	Opportunity	-	-	-	-	-	-80.8 Red
	California	-	-	-	-	-	-109.6 Red
Students With Disabilities	Opportunity	-138.7 Red	-	-	-133.7 Very Low	-127.2 Orange	-120.7 Orange
	California	-88.1 Orange	-	-	-97.3 Very Low	-96.3 Red	-95.6 Red
Socioecon. Disadvant.	Opportunity	-57.3 Orange	-	-	-46.1 Low	-61.1 Orange	-50 Yellow
	California	-30.1 Yellow	-	-	-41.4 Low	-42.6 Orange	-40.9 Orange

Root-Cause Analysis for Meaningful Improvement in ELA

Opportunity’s performance in English Language Arts (ELA) has shown significant growth from School Year 2022–23 (SY23) to School Year 2023–24 (SY24), with our **Distance from Standard (DFS) improving from -59.1 to -47.9**—an impressive **gain of 11.2 points**. This growth far outpaces the statewide improvement of just 0.4 points over the same period, signaling that our targeted strategies are beginning to close the gap between our students and state-level proficiency benchmarks.

Despite this progress, we recognize the urgency of accelerating student outcomes, particularly for those with the greatest instructional needs. Since 2022, Opportunity has implemented a comprehensive suite of evidence-based strategies to drive ELA achievement and support foundational literacy development:

- Implementation of DIBELS as a Literacy Diagnostic Tool:**
 DIBELS (Dynamic Indicators of Basic Early Literacy Skills) was adopted school-wide to provide real-time, data-driven insights into students’ decoding, fluency, and comprehension skills. This tool allows teachers to identify early reading challenges and tailor instruction to meet individual student needs.

- **Dedicated Reading Intervention Block:**

We introduced a daily reading intervention block that provides **targeted, small-group instruction** based on DIBELS data and other formative assessments. This block ensures students receive intensive support in foundational skills without missing core instruction.

- **Strengthened Internalization Practices for Teachers:**

Teachers now engage in structured lesson internalization routines that include unpacking standards, analyzing texts, anticipating student misconceptions, and planning strategic scaffolds. This ensures that instruction is purposeful, rigorous, and aligned to grade-level expectations.

- **Clear Scope and Sequence with Consistent Lesson Cycles:**

Our instructional planning now follows a clearly defined **ELA scope and sequence**, aligned to standards and benchmark assessments. This has resulted in more coherent instructional pacing and consistency across classrooms, which is especially critical for accelerating unfinished learning.

- **Student-Level Goal Setting Using Accelerated Reader (AR) and Quarterly Assessments:**

To build student ownership and motivation, learners set personalized reading goals using AR and reflect on progress with teachers during quarterly data conferences. This approach fosters metacognition and helps students understand their growth trajectory while receiving actionable feedback.

Together, these strategies reflect a coordinated effort to address root causes of underperformance in ELA and ensure all students are on a trajectory toward grade-level proficiency and long-term academic success.

While progress continues at Opportunity in ELA across all student groups looking at both year-over-year and cohort data from SBAC ELA 2024 - the #1 root cause for lower than the State ELA performance is **foundational gaps in reading**.

While Opportunity continues to show steady progress in English Language Arts (ELA) achievement across all student groups—as evidenced by both year-over-year growth and cohort performance on the 2024 SBAC ELA assessment—our overall performance still lags

behind the state average. The primary root cause for this discrepancy is persistent foundational gaps in reading, particularly in early literacy skills such as phonemic awareness and reading fluency.

A significant factor contributing to these gaps stems from the unique learning disruptions many of our students faced during the early years of their education. For example, current middle schoolers who were in fifth grade last year experienced critical early elementary years—first and second grade—predominantly through remote learning platforms like Zoom. While necessary at the time, research has shown that virtual instruction during the COVID-19 pandemic was generally less effective than in-person learning, especially in building foundational literacy skills. In-person instruction is especially vital for teaching essential components of reading, such as decoding, fluency, and comprehension. These skills are most effectively developed through direct, responsive interaction with teachers, who can provide differentiated support through small-group and one-on-one interventions. As noted by the National Reading Panel (2000), systematic and explicit instruction in phonemic awareness and phonics is crucial during the early stages of literacy development. Unfortunately, the limitations of virtual learning environments made it difficult to deliver such targeted instruction effectively.

As a result, when students returned to in-person instruction, educators at Opportunity observed widespread gaps in foundational reading skills—gaps that are typically addressed in kindergarten through second grade. These challenges have had a cascading impact on student performance in later grades, particularly on standardized assessments such as the SBAC in 2022, 2023, and 2024. Without a strong foundation in early literacy, students are less equipped to engage with the complex texts and higher-order thinking required at the middle school level and beyond.

References:

1. National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. National Institute of Child Health and Human Development.

Measurable Goals to Improve Opportunity's ELA Performance

The table below outlines Opportunity's measurable goal for improving ELA performance. These goals are set on a five-year time horizon.

	Baseline (24)	YR 0 (25)	YR 1 (26)	YR 2 (27)	YR 3 (28)	YR 4 (29)	New Base (30)
All	-47.9	>5	>5	>5	>5	>5	-22.9
Black	-69.1	>10	>10	>10	>10	>10	-19.1
EL	-73.9	>10	>10	>10	>10	>10	- 48.9
LTEL	-80.8	>12	>12	>12	>12	>12	-20.8
Socio	-50	>5	>5	>5	>5	>5	-25
SWD	-120.7	>13	>13	>13	>13	>13	-55.7
Latinx	-33.9	>5	>5	>5	>5	>5	-8.9

Action Plan for Improving ELA Performance

To reach our goals for improving ELA performance, Opportunity is taking or will take the following actions:

Continuing Strategies:

- See above

New Strategies:

The **adoption of Fishtank ELA** marks a pivotal investment in instructional quality and equity at Opportunity. As a **coherent, standards-aligned curriculum**, Fishtank is intentionally designed to build literacy through the study of rich, complex texts, structured writing tasks, and robust academic discussions. Its content is intellectually rigorous and vertically aligned, allowing students to engage deeply with grade-level materials that promote critical thinking, language development, and comprehension across genres.

This shift is not only a curriculum change—it is a **catalyst for instructional transformation**. With clearly articulated lesson structures, embedded scaffolds for Multilingual Learners (MLLs), and integrated assessment checkpoints, Fishtank creates consistency across classrooms while maintaining high expectations for all students.

Teachers no longer have to build lessons from scratch, freeing up cognitive and planning bandwidth to focus on **responsive instruction and deeper internalization**.

As part of the Fishtank rollout, we are using the curriculum to drive improvement in several high-leverage areas:

- **Improved Lesson Internalization Practices:**
Teachers engage in structured planning protocols that support them in unpacking unit arcs, anticipating student misconceptions, analyzing exemplar responses, and pre-planning scaffolds. This deep internalization builds teacher confidence and increases the quality of first instruction, particularly in fostering text-based discussions and writing grounded in evidence.
- **Stronger Data Analysis Aligned to Curriculum Benchmarks:**
The curriculum’s built-in formative assessments, writing tasks, and unit-level rubrics provide ongoing checkpoints of student progress. By aligning data analysis protocols to Fishtank’s internal assessment system, teachers can more effectively adjust instruction and target reteaching to the precise language or comprehension demands of the unit.
- **Instructional Coaching Aligned to Curriculum and Assessments:**
Coaching cycles are now tied directly to curriculum implementation, allowing for targeted support in delivering rigorous instruction, using questioning strategies, modeling academic language, and providing actionable feedback on writing. This alignment ensures that coaching is practical, specific, and grounded in shared instructional goals.

By anchoring our ELA work in a high-quality curriculum like Fishtank, we are not only providing students with access to rigorous, grade-level learning experiences—we are also creating a unified instructional vision that supports **teacher growth, system-wide coherence, and accelerated student outcomes**.

Plan to Improve Academic Performance in Math

The 2024 Dashboard shows that KIPP Academy of Opportunity (“Opportunity”) improved Math Performance overall and in each student group where there is YOY comparison.

Math: Comparing Opportunity to California

	18–19	19–20	20–21	21–22	22–23	23–24
Opportunity	-85.6 Yellow	–	–	-88.6 Low	-110.5 Red	-96.6 Orange
California	-33.5 Orange	–	–	-51.7 Low	-49.1 Orange	-47.6 Orange

Math: Comparing Opportunity Student Groups to California’s Student Groups

Student Group	Jurisdiction	18–19	19–20	20–21	21–22	22–23	23–24
Latinx	Opportunity	-61.4 Yellow	–	–	-67.0 Low	-92.2 Orange	-87.7 Yellow
	California	-62.2 Yellow	–	–	-83.4 Low	-80.8 Orange	-79.2 Orange
African American	Opportunity	-101 Orange	–	–	-114.3 Very Low	-133.6 Red	-111.6 Orange
	California	-87.9 Orange	–	–	-106.9 Very Low	-104.5 Orange	-102.2 Red
English Learners	Opportunity	-79.5 Yellow	–	–	-99.6 Very Low	-125.1 Red	-111.1 Orange
	California	-68.6 Orange	–	–	-92.0 Low	-93.4 Orange	-93.4 Orange
Long-Term English Learners	Opportunity	–	–	–	–	–	-126.9 Red
	California	–	–	–	–	–	-163.5 Red
Students	Opportunity	-172.4 Orange	–	–	-178 Very Low	-205.1 Red	-169.3 Orange

With Disabilities	California	-119.4 Orange	–	–	-130.8 Very Low	-127.3 Orange	-124.3 Red
Socioecon. Disadvant.	Opportunity	-87.1 Yellow	–	–	-91.3 Low	-112.3 Red	-99.2 Orange
	California	-63.7 Yellow	–	–	-84.0 Low	-80.8 Yellow	-78.2 Orange

Root-Cause Analysis for Meaningful Improvement in Math

Opportunity’s performance in Mathematics demonstrated meaningful growth from School Year 2022–23 (SY23) to School Year 2023–24 (SY24), with our **Distance from Standard (DFS) improving from -110.5 to -96.6**, representing a **13.9-point gain**. This growth significantly outpaced the **statewide improvement of 1.5 points**, indicating that our targeted strategies are effectively beginning to close the achievement gap for our students.

Despite this positive trajectory, we recognize the urgency of accelerating math outcomes for all learners—especially those furthest from grade-level expectations. Since 2022, Opportunity has implemented a focused set of strategies grounded in research and best practices for math instruction. These strategies include:

- **Regular Use of Formative Assessment Data to Drive Instructional Coaching:**
Teachers analyze math data on an ongoing basis through structured coaching conversations that are directly tied to formative assessments, including exit tickets, unit diagnostics, and performance tasks. These data cycles allow instructional leaders to target support based on student misconceptions, pacing adjustments, and content-specific challenges, making data actionable and timely.
- **Participation in Monthly Regional Math Content Collaboratives:**
Math teachers engaged monthly with external content teams across the region to deepen their understanding of the standards, explore high-quality instructional practices, and calibrate student work. These professional learning communities foster collaboration and continuous growth, supporting teachers in improving both content knowledge and pedagogical expertise.
- **Strong Instructional Coaching from a Content-Aligned Administrator:**
Opportunity’s math teachers receive weekly coaching and planning support from a

site-based content expert on the administration team. This coaching is rooted in content rigor, aligned to state standards, and focused on the most impactful instructional levers—such as lesson internalization, questioning strategies, and the use of visual models and math discourse routines.

Together, these investments in teacher development, content-aligned collaboration, and data-driven instructional improvement form the foundation for Opportunity's math gains. As we look ahead, continued focus on aligned curriculum, intentional planning, and responsive instruction will be key to accelerating progress and ensuring that all students are on a path toward math proficiency and long-term academic success.

While Opportunity has made meaningful year-over-year (“YOY”) and cohort-based gains in Math across all student groups—as reflected in the 2024 SBAC Math results—our overall performance continues to trail behind the state average. The **most significant root cause of this discrepancy is persistent gaps in foundational math knowledge**, particularly among students who were in early elementary school during the peak of COVID-19 disruptions.

One of the most pronounced academic consequences of the pandemic was the interruption of sequential math learning. Current middle school students—such as last year's fifth graders—missed large portions of their first and second-grade math instruction due to remote learning. While they were in-person for parts of third grade, much of their early numeracy development occurred over Zoom, a platform that lacks the dynamic, interactive engagement critical for math instruction. According to research from NWEA and McKinsey & Company, math achievement suffered more than reading during the pandemic, with students losing an average of five months of learning in math compared to four months in reading (see references below).

Unlike reading, where skills can be built somewhat flexibly, math learning is highly cumulative—success in upper-grade math depends heavily on mastering foundational concepts such as place value, number sense, and operations in earlier grades. In-person instruction allows educators to use manipulatives, visual models, and formative assessment strategies to diagnose and address specific student misconceptions. These tools and interventions were much harder to implement effectively during remote instruction.

Upon returning to in-person learning, many Opportunity students exhibited foundational gaps that made it difficult to meet or exceed state-level expectations in mathematics. These

gaps—rooted in the disrupted learning of the pandemic years—continue to present challenges even as we make progress. While we are encouraged by the upward trends on our 2024 SBAC results, it is clear that without early and consistent exposure to grade-level and prerequisite content, students face a steeper climb toward high-level math proficiency.

References:

1. Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2021). *COVID-19 and education: The lingering effects of unfinished learning*. McKinsey & Company, <https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>.
2. Kuhfeld, M., Tarasawa, B., Johnson, A., Ruzek, E., & Lewis, K.. (2020). *Learning during COVID-19: Initial findings on students’ reading and math achievement and growth*. NWEA Research, <https://www.nwea.org/uploads/2020/11/Collaborative-brief-Learning-during-COVID-19.NOV2020.pdf>.

Measurable Goals to Improve Opportunity’s Math Performance

The table below outlines Opportunity’s measurable goal for improving math performance. These goals are set on a five-year time horizon.

	Baseline (24)	YR 0 (25)	YR 1 (26)	YR 2 (27)	YR 3 (28)	YR 4 (29)	New Base (30)
All	-96.6	>5	>5	>5	>5	>5	-71.6
Black	-111.6	>8	>8	>8	>8	>8	-71.6
EL	-111.1	>8	>8	>8	>8	>8	-71.1
LTEL	-126.9	>10	>10	>10	>10	>10	-76.9
Socio	-99.2	>5	>5	>5	>5	>5	-74.2
SWD	-169.3	>15	>15	>15	>15	>15	-94.3
Latinx	-87.7	>5	>5	>5	>5	>5	-62.7

Action Plan for Improving Math Performance

To reach our goals for improving math performance, Opportunity is taking or will take the following actions:

Continuing Strategies:

- See above

New Strategies:

The **adoption of Eureka Math** represents a strategic effort to strengthen mathematical instruction at Opportunity through a **coherent, standards-aligned curriculum** that prioritizes conceptual understanding, procedural fluency, and application. Designed to build deep content knowledge and promote mathematical reasoning, Eureka Math equips students with the tools to not only solve problems but to explain their thinking and apply mathematical concepts in real-world contexts. Its structured lesson progressions, visual models, and embedded scaffolds make it particularly effective for supporting diverse learners, including Multilingual Learners (MLLs) and students with unfinished learning.

This curriculum shift is more than a materials change—it’s a **systems-level approach to elevating math instruction** across classrooms. To maximize the impact of Eureka Math, we are leveraging its implementation to drive improvement in three critical instructional areas:

- **Improved Internalization and Planning Routines:**
Teachers engage in structured internalization practices that include unpacking Eureka’s lesson objectives, anticipating student misconceptions, rehearsing math discourse strategies, and identifying key models and representations. This preparation ensures that instruction is intentional, paced for deep understanding, and responsive to student needs.
- **Strengthened Data Analysis Aligned to Curriculum Benchmarks:**
With embedded exit tickets, mid-module assessments, and end-of-unit tasks, Eureka provides robust opportunities to assess mastery throughout the learning cycle. Teachers use this data in weekly planning and coaching sessions to pinpoint gaps in understanding, guide small-group instruction, and inform reteaching plans—ensuring real-time instructional adjustments based on student performance.

- **Instructional Coaching Tied to Content and Curriculum Implementation:**
Math coaching is now explicitly aligned to Eureka’s instructional routines and assessments. Coaches work closely with teachers on areas such as facilitating math talks, building students’ academic vocabulary, modeling multiple problem-solving strategies, and promoting student ownership of learning. This coaching is both content-specific and practice-oriented, accelerating teacher development and improving instructional consistency school-wide.

By anchoring math instruction in a high-quality curriculum like Eureka and aligning professional development systems to its implementation, Opportunity is building a stronger instructional foundation that empowers teachers and drives meaningful student achievement gains in mathematics.

Conclusion

Over the next charter term, Opportunity will continue using student achievement data to adapt and refine our plans as necessary. Our hope is for our school and its student groups to match and exceed the statewide averages on the California School Dashboard’s academic performance indicators.

Together with families and communities, it is the mission of KIPP SoCal Public Schools and Opportunity to create a joyful and academically excellent school. Our students deserve a school that prepares them with the skills and confidence to pursue the paths they choose — college, career, and beyond — so they can lead fulfilling lives and create a more just world. The goals and action steps outlined in this plan will bring our school closer to accomplishing that mission.

If the Los Angeles Unified School District or its Charter Schools Division have additional questions, please contact kippcharters@kippsocal.org.

ATTACHMENT D



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)

KIPP ACADEMY OF OPPORTUNITY

BOARD OF EDUCATION REPORT 088- 25/26

October 14, 2025

I. Category of Proposed Action:

The proposed action would renew the charter for two (2) years, beginning July 1, 2026 until June 30, 2028 to serve up to 485 students in grades 5-8 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 KIPP Academy of Opportunity for two (2) years beginning July 1, 2026 until June 30, 2028.

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.

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