



Board of Education Report

File #: Rep-079-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 10/14/2025

Approval of the Renewal Petition for Alliance College-Ready Middle Academy 12

[PUBLIC HEARING]

Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Alliance College-Ready Middle Academy 12) Recommends approval of the renewal petition for Alliance College-Ready Middle Academy 12, with benchmarks, located in Board District 7 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Alliance College-Ready Middle Academy 12 (“Charter School”), with benchmarks in the area of academics, located in Board District 7 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Alliance College-Ready Middle Academy 12 is a 6-8 school currently serving 494 students on a private facility at 131 E. 50th Street, Los Angeles, CA, 90011 in Board District 7 and Region East. Alliance College-Ready Middle Academy 12 was originally approved by the LAUSD Board of Education on February 12, 2013. On November 7, 2017, the charter school was renewed for a five-year term to serve 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance College-Ready Middle Academy 12 expires June 30, 2026.

On July 18, 2025, Alliance College-Ready Middle Academy 12 submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 16, 2025.

An initial Public Hearing was held on September 16, 2025.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

Current Alliance College-Ready Middle Academy 12 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. 079-25/26, 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 - Alliance College-Ready Middle Academy 12 Data Set
- Attachment C - Alliance College-Ready Middle Academy 12 RSM Data
- 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/1xyFlx2jCeUZxmRSwCj_7BKlz53cpcOwS?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 079-25/26
October 14, 2025

School Name:	Alliance College-Ready Middle Academy 12		BOARD IS REQUIRED TO TAKE ACTION BY: October 16, 2025
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Alliance College-Ready Public Schools		
Location Code:	5202		
Type of Site(s):	Private		
Site Address(es):	131 E. 50th Street, Los Angeles, CA 90011		
Board District(s):	7	Region(s):	East
Grade Levels Served:	6-8	Current Enrollment:	494
Grade Levels Authorized in Current Charter:	6-8	Approved Enrollment in Current Charter:	450
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Approval with benchmarks for a five (5)-year term (2026-2031)		
PROPOSED BENCHMARKS:	<p>The following benchmarks are proposed for Alliance College-Ready Middle Academy 12 for the 2026-2031 charter term:</p> <ol style="list-style-type: none"> 1. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for All Students as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 2. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for English Learners as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 3. In each year of the charter term, the school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students 		

PROPOSED BENCHMARKS (CONT.):	<p>that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress.</p> <p>As part of ongoing oversight, the District will review the charter school’s performance at its annual oversight visit to determine any appropriate actions, including consideration of the school’s progress upon submission of a renewal petition at the end of the term of the charter.</p>
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STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance College-Ready Middle Academy 12 (“ACRMA 12” or “Charter School”), with benchmarks in the area of academics, located in Board District 7 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

Charter Petition Requirement:

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

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?

This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance College-Ready Middle Academy 12
Initial Authorization:	On February 12, 2013, Alliance College-Ready Middle Academy 12 was authorized by the LAUSD Board of Education to serve 450 students in grades 6-8.
Most Recent Renewal	<p>The charter was renewed on November 7, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 450 students in grades 6-8.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance College-Ready Middle Academy 12 expires June 30, 2026.</p>
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.
Board Benchmarks in Current Charter Term:	<p>On November 7, 2017, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to ACRMA 12:</p> <ol style="list-style-type: none">1. Alliance College Ready 12 will increase the percentage of English Learners (thereby decreasing the Long-Term English Learners percentage) demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.2. Alliance College Ready 12 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.

	Alliance College-Ready Middle Academy 12
Board Benchmarks in Current Charter Term (cont.):	<p>3. Alliance College Ready 12 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.</p> <p>Please see the “Additional Information” section below.</p>
Submission of Renewal Petition Application:	ACRMA 12 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:	ACRMA 12 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ACRMA 12 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance College-Ready Middle Academy 12 is operated by Alliance College-Ready Public Schools, a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

ACRMA 12 has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School’s Dashboard performance was lower than the state in both ELA and Math, but higher on the English Language Progress Indicator (ELPI). The charter school provided two years of verified data for All Students and applicable student groups, demonstrating one year’s progress for All Students and all four numerically significant student groups in ELA for both 2023-2024 and 2024-2025. In Math, although schoolwide and the numerically significant student groups demonstrated one year’s progress in 2023-2024 and 2024-2025, there are noted issues with participation rates. Further analysis in Math demonstrated higher outcomes for the charter school when compared to Resident Schools.

Please see the Alliance College-Ready Middle Academy 12 data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Alliance College-Ready Middle Academy 12

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

As noted above, staff is recommending benchmarks in ELA for All Students and English Learners. In order to improve student outcomes in ELA, Charter School leaders report integrating writing across all subject areas, utilizing CAASPP-aligned writing rubrics in the classroom, implementing Kagan strategies schoolwide, and continuing to emphasize integrated ELD supports throughout all content areas.

Alliance College-Ready Middle Academy 12- 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	-48.5	Low	-12.2	Lower
Latino	Met	Low	-48.6	Low	-38.6	Lower
English Learner	Met	Very Low	-90.9	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-47.9	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-128.8	Very Low	-97.3	Lower

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

Alliance College-Ready Middle Academy 12- 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	-56.7	-8.2	Orange	-13.6	Lower
Latino	Met	Orange	-57.0	-8.5	Orange	-40.2	Lower
English Learner	Met	Red	-101.1	-10.2	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-56.8	-8.9	Orange	-42.6	Lower
Students with Disabilities	Met	Red	-139.1	-10.3	Red	-96.3	Lower

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

Alliance College-Ready Middle Academy 12- 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	Red	-71.0	-14.4	Orange	-13.2	Lower
Latino	Met	Red	-71.1	-14.0	Orange	-39.3	Lower
English Learner	Met	Red	-104.4	-3.3	Orange	-67.6	Lower
Long Term English Learner	Met	Red	-140.4	-23.1	Red	-109.6	Lower
Socioeconomically Disadvantaged	Met	Orange	-69.0	-12.2	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-134.1	4.9	Red	-95.6	Lower

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

d. Math Indicator

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

In order to improve student outcomes in Math, ACRMA 12 school leaders report they are implementing a focus on Math vocabulary and utilizing small-group intervention classes. To further strengthen these efforts, Charter School has hired an additional Math teacher to reduce class sizes and expand the number of Math intervention sections for the 2025-2026 school year.

Alliance College-Ready Middle Academy 12- 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	Very Low	-98.3	Low	-51.7	Lower
Latino	Met	Very Low	-98.1	Low	-83.4	Lower

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
English Learner	Met	Very Low	-137.0	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-97.6	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-173.5	Very Low	-130.8	Lower

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

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-94.8	3.5	Orange	-49.1	Lower
Latino	Met	Yellow	-94.8	3.4	Orange	-80.8	Lower
English Learner	Met	Orange	-133.3	3.7	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-94.8	2.7	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-175.5	-2.0	Orange	-127.3	Lower

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

Alliance College-Ready Middle Academy 12- Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-93.0	1.8	Orange	-47.6	Lower
Latino	Met	Orange	-93.0	1.8	Orange	-79.2	Lower
English Learner	Met	Orange	-127.1	6.2	Orange	-93.4	Lower
Long Term English Learner	Met	Red	-164.8	-20.2	Red	-163.5	Lower
Socioeconomically Disadvantaged	Met	Yellow	-91.8	3.0	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-164.1	11.4	Red	-124.3	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school’s Status Level of Medium was the same as the state’s Status Level of Medium. The charter school’s English Learner Progress Rate was higher than the state’s rate. In 2023 on the ELPI, the charter school’s performance color of Green was higher than the state’s color of Yellow. The charter school’s English Learner Progress Rate was higher than the state’s rate. In 2024 on the ELPI, the charter school’s English Learner Progress Rates for English Learner and Long-term English Learner student groups were lower than their respective state rates.

As noted above, staff is recommending a benchmark in the English Learner Progress Indicator. In order to improve student outcomes in English Learner progress, Charter School leaders report

focusing on strengthening supports in Integrated ELD including, but not limited to, developing individualized student plans.

Alliance College-Ready Middle Academy 12 - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	54.5%	Medium	50.3%	Higher

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

Alliance College-Ready Middle Academy 12 - 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	Green	60.3%	5.9%	Yellow	48.7%	Higher

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

Alliance College-Ready Middle Academy 12 - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	33.6%	-26.7%	Orange	45.7%	Lower
Long Term English Learner	Met	Red	35.1%	-21.1%	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, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

As noted above, Alliance College-Ready Middle Academy 12 has three (3) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

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

Benchmark 1: *Alliance College Ready 12 will increase the percentage of English Learners (thereby decreasing the Long-Term English Learners percentage) demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.*

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

Benchmark 1 was not met for two years (2018-2019 and 2019-2020) and met for two years (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: *Alliance College Ready 12 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

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

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

Benchmark 3: *Alliance College Ready 12 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

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

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

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District’s Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for ACRMA 12 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2024-2025 was primarily attributed to governance and fiscal operational concerns that resulted in a Notice of Concern, related to Alliance charter schools' expenditures on meal-related purchases, team-building activities, and staff appreciation, as well as its cash handling practices, identified through the CSD's oversight review. Alliance provided its response, including updating its fiscal policies and procedures, to address these concerns. The CSD will continue to monitor these areas as part of its ongoing oversight.

VI. VERIFIED DATA

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

ELA

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

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 483 students were assessed in Reading and 488 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 144%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready's Median Progress to Typical Growth targets¹ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2024-2025.

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

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

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year's Progress
All Students Grade 6-8	483	Grades 6-8: 45%	144%	Met
English Learner	131	Grades 6-8: 45%	147%	Met
Latino	451	Grades 6-8: 45%	144%	Met
Socioeconomically Disadvantaged	434	Grades 6-8: 45%	143%	Met
Students with Disabilities	45	Grades 6-8: 45%	112%	Met

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

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

MATH

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

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 481 students were assessed in Math and 488 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 115%. Based on i-Ready's Median Progress to Typical Growth targets² to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.

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

² i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
All Students Grade 6-8	481	Grades 6-8: 60%	115%	Met
English Learner	130	Grades 6-8: 60%	104%	Met
Latino	450	Grades 6-8: 60%	117%	Met
Socioeconomically Disadvantaged	432	Grades 6-8: 60%	121%	Met
Students with Disabilities	43	Grades 6-8: 60%	53%	Not Met

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

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and for two of the four student groups in Math. However, the *Diagnostic Growth* report provided by Charter School reported 464 students were assessed in Math and 492 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data does not appear to include at least 95% of eligible students.

Based on the review and consideration of verified data, Alliance College-Ready Middle 12 included two years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both Reading and Math. In 2023-2024, ACRMA 12 appears to have met 95 percent participation rate for schoolwide and for all numerically significant student groups in Reading. However, in Math, Charter School appears not to have met 95 percent participation rate for schoolwide and for two of the four numerically significant student groups. In 2024-2025, ACRMA 12 does appear to have met 95 percent participation rate for schoolwide and for all four numerically significant student groups in Reading and Math.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided two years of verified data, staff determined that the school's performance in Math requires further review, as the 95 percent participation rate was not met schoolwide and for two of the four numerically significant student groups in 2023-2024.

Based on the charter school's performance on California School Dashboard in Math and the submitted verified data by the charter school, Staff conducted a further analysis of Math in comparison to the Resident Schools Median (RSM).³ As indicated in the tables below, when comparing the charter school to the RSM, ACRMA 12's data indicates that its student performance on the California School Dashboard in 2022, 2023, and 2024 was higher than the RSM for All Students and all numerically significant student groups in Math.

³ Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

Resident Schools Analysis

Alliance College-Ready Middle Academy 12 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	489	Very Low	-98.3	3,603	Very Low	-136.8	Higher
Latino	481	Very Low	-98.1	3,172	Very Low	-133.4	Higher
English Learner	175	Very Low	-137.0	1,450	Very Low	-172.1	Higher
Socioeconomically Disadvantaged	481	Very Low	-97.6	3,553	Very Low	-137.1	Higher
Students with Disabilities	38	Very Low	-173.5	567	Very Low	-196.1	Higher

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

Alliance College-Ready Middle Academy 12 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	477	Yellow	-94.8	3,709	Orange	-133.4	Higher
Latino	471	Yellow	-94.8	3,217	Orange	-130.2	Higher
English Learner	180	Orange	-133.3	1,480	Orange	-172.0	Higher
Socioeconomically Disadvantaged	473	Orange	-94.8	3,521	Orange	-133.1	Higher
Students with Disabilities	55	Red	-175.5	590	Red	-195.3	Higher

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

Alliance College-Ready Middle Academy 12 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	473	Orange	-93.0	3,685	Orange	-122.1	Higher
Latino	461	Orange	-93.0	3,236	Orange	-120.8	Higher
English Learner	222	Orange	-127.1	1,613	Orange	-162.9	Higher
Long Term English Learner	93	Red	-164.8	429	Orange	-183.1	Higher

Alliance College-Ready Middle Academy 12 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
Socioeconomically Disadvantaged	444	Yellow	-91.8	3,591	Orange	-122.5	Higher
Students with Disabilities	54	Orange	-164.1	575	Orange	-190.2	Higher

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance College-Ready Middle Academy 12’s fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$4,550,846	\$5,720,920	\$6,788,259	\$6,939,018	\$6,976,509
Net Income/Loss	\$988,897	\$1,170,074	\$1,067,339	\$150,759	\$37,491
Transfers In/Out	\$2,461 ¹	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment ^A	475	497	489	498	494

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

^A The Norm Enrollment reported by ACRMA 12 for Fiscal Year 2024-2025 was 494. The CSD will continue to monitor ACRMA 12’s enrollment in accordance with established procedures and will take appropriate actions to ensure Charter School’s alignment with the approved enrollment capacity.

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported
 Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

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

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
23 ²	23 ²	\$210,453,999	(\$16,812,281) ³	\$45,498,889	(\$16,649,281) ³

² On March 12, 2025, the Alliance College-Ready Public Schools Governing Board approved the resolution to voluntarily surrender Alliance Tennenbaum Family Technology High’s charter, effective June 30, 2025, citing current and projected enrollment trends and related fiscal and operational challenges. In Fiscal Year 2025-2026, LAUSD authorized 22 Alliance charter schools.

³ The Alliance organization reported a significant net loss of over \$16 million, both including and excluding related parties and charter schools. This loss was primarily driven by several one-time events, including:

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

Alliance College-Ready Middle Academy 12

Board District: 7 | Region: E | Location Code: 5202

CA 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 blank cell 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 students, 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).

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/isd/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA 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	100%	489	-48.5	Low	-12.2	Lower	100%	477	-56.7	-8.2	Declined	Orange	-13.6	Lower	99%	476	-71.0	-14.4	Declined	Red	-13.2	Lower
African American/Black	100%	5	*	*	-57.7	*	100%	3	*	*	*	*	-59.6	*	100%	7	*	*	*	*	-58.9	*
Asian	100%	1	*	*	63.0	*	100%	1	*	*	*	*	61.8	*							60.7	*
English Learner	100%	175	-90.9	Very Low	-61.2	Lower	100%	180	-101.1	-10.2	Declined	Red	-67.7	Lower	99%	224	-104.4	-3.3	Declined	Red	-67.6	Lower
Foster Youth	100%	5	*	*	-85.6	*	100%	2	*	*	*	*	-89.2	*	100%	2	*	*	*	*	-87.3	*
Latino	100%	481	-48.6	Low	-38.6	Lower	100%	471	-57.0	-8.5	Declined	Orange	-40.2	Lower	99%	464	-71.1	-14.0	Declined	Red	-39.3	Lower
Homeless Youth	100%	4	*	*	-62.9	*	100%	0	*	*	*	*	-67.9	*							-70.4	*
Long-Term English Learner															98%	94	-140.4	-23.1	Declined Significantly	Red	-109.6	Lower
Socioeconomically Disadvantaged	100%	481	-47.9	Low	-41.4	Lower	100%	473	-56.8	-8.9	Declined	Orange	-42.6	Lower	99%	445	-69.0	-12.2	Declined	Orange	-40.9	Lower
Students with Disabilities	100%	38	-128.8	Very Low	-97.3	Lower	98%	55	-139.1	-10.3	Declined	Red	-96.3	Lower	100%	55	-134.1	4.9	Increased	Orange	-95.6	Lower
White					21.9								20.8		100%	2	*	*	*	*	19.2	*

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 12

Board District: 7 | Region: E | Location Code: 5202

CA 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 blank cell 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 students, 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).

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

Student Group	Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	489	-98.3	Very Low	-51.7	Lower	100%	477	-94.8	3.5	Increased	Yellow	-49.1	Lower	98%	473	-93.0	1.8	Maintained	Orange	-47.6	Lower
African American/Black	100%	5	*	*	-106.9	*	100%	3	*	*	*	*	-104.5	*	100%	7	*	*	*	*	-102.2	*
Asian	100%	1	*	*	48.4	*	100%	1	*	*	*	*	50.8	*							49.5	*
English Learner	100%	175	-137.0	Very Low	-92.0	Lower	100%	180	-133.3	3.7	Increased	Orange	-93.4	Lower	97%	222	-127.1	6.2	Increased	Orange	-93.4	Lower
Foster Youth	100%	5	*	*	-126.3	*	100%	2	*	*	*	*	-127.4	*	100%	2	*	*	*	*	-125.1	*
Latino	100%	481	-98.1	Very Low	-83.4	Lower	100%	471	-94.8	3.4	Increased	Yellow	-80.8	Lower	98%	461	-93.0	1.8	Maintained	Orange	-79.2	Lower
Homeless Youth	100%	4	*	*	-101.8	*	100%	0	*	*	*	*	-101.3	*	0%	1	*	*	*	*	-106.0	*
Long-Term English Learner															97%	93	-164.8	-20.2	Declined Significantly	Red	-163.5	Lower
Socioeconomically Disadvantaged	100%	481	-97.6	Very Low	-84.0	Lower	100%	473	-94.8	2.7	Maintained	Orange	-80.8	Lower	99%	444	-91.8	3.0	Increased	Yellow	-78.2	Lower
Students with Disabilities	100%	38	-173.5	Very Low	-130.8	Lower	98%	55	-175.5	-2.0	Maintained	Red	-127.3	Lower	98%	54	-164.1	11.4	Increased	Orange	-124.3	Lower
White					-13.4								-11.1		100%	2	*	*	*	*	-10.3	*

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 12

Board District: 7 | Region: E | Location Code: 5202

CA 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 blank cell 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/ds/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/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 CA 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	112	54.5%	Medium	50.3%	Higher	126	60.3%	5.9	Increased	Green	48.7%	Higher	134	33.6%	-26.7	Declined Significantly	Red	45.7%	Lower
Long-Term English Learner													94	35.1%	-21.1	Declined Significantly	Red	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC																		
	School						State of California											
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	50.9%	3.6%	30.4%	15.2%	99.1%	113	114	99.1%	Y	1,052,513	1,088,734	96.7%	Y	1,048,300	1,069,515	98.0%	Y
2023	EL	58.7%	1.6%	21.4%	18.3%	99.2%	127	128	99.2%	Y	1,048,300	1,069,515	98.0%	Y	193,182	202,530	95.4%	Y
2024	EL	32.8%	0.7%	29.1%	37.3%	99.3%	137	138	99.3%	Y	1,028,083	1,047,977	98.1%	Y				
2024	LTEL	34.0%	1.1%	27.7%	37.2%	98.6%	73	74	98.6%	Y	182,603	190,459	95.9%	Y				

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternate ELPAC 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	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	50.9%	3.6%	30.4%	15.2%	99.1%	113	114	99.1%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	58.7%	1.6%	21.4%	18.3%	99.2%	127	128	99.2%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	32.8%	0.7%	29.1%	37.3%	99.3%	137	138	99.3%	Y	1,028,083	1,047,977	98.1%	Y
2024	EL	32.8%	0.7%	29.1%	37.3%	99.3%	137	138	99.3%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	34.0%	1.1%	27.7%	37.2%	98.6%	73	74	98.6%	Y	182,603	190,459	95.9%	Y

Alliance College-Ready Middle Academy 12

Board District: 7 | Region: E | Location Code: 5202

CA 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 blank cell 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.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/isd/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA 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 Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	498	18.7%	High	30.0%	Lower	504	7.3%	-11.3	Green	24.3%	Lower	510	15.9%	8.5	Increased Significantly	Red	18.6%	Lower
African American/Black	5	*	*	42.9%	*	4	*	*	*	36.4%	*	11	*	*	*	*	31.3%	*
Asian	1	*	*	11.5%	*	1	*	*	*	10.1%	*						7.5%	
English Learner	121	26.4%	Very High	33.6%	Lower	145	11.7%	-14.7	Yellow	26.3%	Lower	143	19.6%	7.9	Increased	Orange	20.1%	Lower
Foster Youth	5	*	*	42.1%	*	2	*	*	*	33.6%	*	2	*	*	*	*	30.5%	*
Latino	490	18.6%	High	35.8%	Lower	497	7.0%	-11.5	Green	28.4%	Lower	492	15.0%	8.0	Increased Significantly	Red	21.7%	Lower
Homeless Youth	4	*	*	45.1%	*	1	*	*	*	38.7%	*	3	*	*	*	*	32.7%	*
Long-Term English Learner												98	21.4%	10.9	Increased	Red	23.9%	Lower
Two or More	2	*	*	25.1%	*	2	*	*	*	21.6%	*	5	*	*	*	*	16.2%	*
Socioeconomically Disadvantaged	488	19.1%	High	37.4%	Lower	498	7.4%	-11.6	Green	29.9%	Lower	476	15.1%	7.7	Increased Significantly	Red	23.4%	Lower
Students with Disabilities	40	32.5%	Very High	39.6%	Lower	59	18.6%	-13.9	Yellow	33.1%	Lower	56	25.0%	6.4	Increased	Red	26.3%	Lower
White				21.9%						18.5%		2	*	*	*	*	13.5%	*

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 12

Board District: 7 | Region: E | Location Code: 5202

CA 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 blank cell 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.

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 CA 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	499	1.8%	Low	3.1%	Lower	509	5.5%	3.7	Increased	Orange	3.5%	Higher	514	0.8%	-4.7	Declined Significantly	Blue	3.2%	Lower
African American/Black	5	*	*	7.9%	*	4	*	*	*	*	8.8%	*	11	*	*	*	*	8.4%	*
Asian	1	*	*	0.9%	*	1	*	*	*	*	1.1%	*	144	1.4%	-6.1	Declined	Green	1.0%	Lower
English Learner	121	1.7%	Low	3.2%	Lower	146	7.5%	5.9	Increased	Orange	3.7%	Higher	2	*	*	*	*	3.4%	Lower
Foster Youth	5	*	*	12.4%	*	2	*	*	*	*	13.6%	*	496	0.8%	-4.8	Declined Significantly	Blue	13.2%	*
Latino	491	1.8%	Low	3.3%	Lower	502	5.6%	3.7	Increased	Orange	3.8%	Higher	3	*	*	*	*	3.4%	Lower
Homeless Youth	4	*	*	5.5%	*	2	*	*	*	*	6.5%	*	99	2.0%	-4.3	Declined	Green	8.1%	Lower
Long-Term English Learner													5	*	*	*	*	3.0%	*
Two or More	2	*	*	2.9%	*	2	*	*	*	*	3.3%	*	477	0.8%	-4.7	Declined Significantly	Blue	4.0%	Lower
Socioeconomically Disadvantaged	489	1.8%	Low	4.0%	Lower	503	5.6%	3.7	Increased	Orange	4.5%	Higher	58	3.4%	0.1	Maintained	Yellow	5.4%	Lower
Students with Disabilities	40	0.0%	Very Low	5.4%	Lower	59	3.4%	3.4	Increased	Orange	5.9%	Lower	2	*	*	*	*	2.6%	*
White				2.6%							2.9%								

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 12

Board District: 7 | Region: E | Location Code: 5202

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 California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/ls/ds/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cmi/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA 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	495	529,902	5,837,690	496	516,685	5,806,221
F/R Meal	92.7%	80.6%	61.6%	91.9%	81.9%	62.7%
GATE	2.8%	11.6%	N/A	2.8%	13.0%	N/A
English Learner	27.7%	20.1%	18.4%	28.0%	18.6%	17.4%
Foster Youth	0.4%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	0.4%	2.1%	3.6%	0.6%	2.7%	4.0%
Socioeconomically Disadvantaged	93.1%	81.3%	62.7%	92.3%	82.4%	63.6%
Students w/ Disabilities	11.1%	14.8%	13.7%	9.5%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
Black or African American	2.0%	7.3%	4.9%	1.4%	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	97.0%	73.8%	56.1%	95.6%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.2%	9.8%	20.3%	0.6%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.8%	1.8%	1.1%	2.4%	2.2%	1.2%

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

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

Alliance College-Ready Middle Academy 12

Board District: 7 | Region: E | Location Code: 5202

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

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

English Learners	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	56	14.1%	17,921	7.3%	226,508	11.1%	72	18.0%	15,302	6.5%	211,186	10.6%	89	22.6%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	5	1.3%	22,266	9.1%	211,838	10.4%	6	1.5%	20,169	8.5%	192,824	9.6%	2	0.5%	15,041	6.8%	163,190	8.5%
EL 0-3 Years	2	0.5%	60,457	24.7%	505,486	24.8%	4	1.0%	60,574	25.7%	519,651	26.0%	5	1.3%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	64	16.1%	18,850	7.7%	236,319	11.6%	56	14.0%	14,725	6.2%	207,768	10.4%	43	10.9%	13,775	6.2%	178,306	9.3%
EL Total	126	31.7%	114,523	46.8%	1,112,502	54.5%	137	34.3%	106,318	45.0%	1,074,793	53.8%	139	35.4%	95,959	43.3%	1,009,030	52.6%
RFEP	272	68.3%	130,377	53.2%	927,694	45.5%	263	65.8%	129,789	55.0%	924,422	46.2%	254	64.6%	125,465	56.7%	909,298	47.4%
Total Ever EL	398	100.0%	244,900	100.0%	2,040,196	100.0%	400	100.0%	236,107	100.0%	1,999,215	100.0%	393	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/files/site1.asp>

Alliance College-Ready Middle Academy 12

Board District: 7 | Region: E | Location Code: 5202

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 LEAs (Local Education Agencies). 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.

Students w/ Disabilities	Special Education Enrollment by Category											
	2023-2024						2024-2025					
	School		Los Angeles Unified		Los Angeles Unified		School		Los Angeles Unified		Los Angeles Unified	
#	% of Total SWD	#	% of Total Enrollment	#	% of Total SWD	% of Total Enrollment	#	% of Total SWD	% of Total Enrollment	#	% of Total SWD	% of Total Enrollment
Total Enrollment	495	0.0%	529,902	100.0%	496	0.0%	100.0%	516,685	100.0%	0.0%	100.0%	
Total SWD Enrollment	55	100.0%	78,319	11.1%	47	100.0%	14.8%	80,505	9.5%	100.0%	15.6%	
High Incidence	48	87.3%	52,153	9.7%	38	80.9%	9.8%	52,412	7.7%	65.1%	10.1%	
Low Incidence	7	12.7%	26,162	1.4%	9	19.1%	4.9%	28,084	1.8%	34.9%	5.4%	
Autism	5	9.1%	18,713	1.0%	5	10.6%	3.5%	20,802	1.0%	25.8%	4.0%	
Deaf-Blindness	0	0.0%	4	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0.0%	
Deafness	0	0.0%	188	0.0%	0	0.0%	0.0%	178	0.0%	0.2%	0.0%	
Emotional Disturbance	0	0.0%	1,148	0.0%	0	0.0%	0.2%	1,082	0.0%	1.3%	0.2%	
Established Medical Disability	0	0.0%	0	0.0%	0	0.0%	0.0%	1	0.0%	0.0%	0.0%	
Hard of Hearing	2	3.6%	971	0.4%	4	8.5%	0.2%	931	0.8%	1.2%	0.2%	
Intellectual Disability	0	0.0%	3,393	0.0%	0	0.0%	0.6%	3,381	0.0%	4.2%	0.7%	
Multiple Disabilities	0	0.0%	965	0.0%	0	0.0%	0.2%	1,035	0.0%	1.3%	0.2%	
Other Health Impairment	9	16.4%	10,930	1.8%	8	17.0%	2.1%	11,596	1.6%	14.4%	2.2%	
Orthopedic Impairment	0	0.0%	533	0.0%	0	0.0%	0.1%	434	0.0%	0.5%	0.1%	
Specific Learning Disability	30	54.5%	29,615	6.1%	26	55.3%	5.6%	29,368	5.2%	36.5%	5.7%	
Speech or Language Impairment	9	16.4%	11,608	1.8%	4	8.5%	2.2%	11,448	0.8%	14.2%	2.2%	
Traumatic Brain Injury	0	0.0%	66	0.0%	0	0.0%	0.0%	66	0.0%	0.1%	0.0%	
Visual Impairment	0	0.0%	185	0.0%	0	0.0%	0.0%	175	0.0%	0.2%	0.0%	

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

Alliance College-Ready Middle Academy 12

Resident Schools Data Set

Academic Performance Medians- Math

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator--All Students						
School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter (DFS)	Charter Status Level	Charter to Resident Comparison (DFS)
Alliance College-Ready Middle Academy 12	N/A	All Students	489	-98.3	Very Low	
Resident Schools	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Resident Schools Median (DFS)	Resident Schools Median Status Level	Charter to Resident Comparison (DFS)
Barack Obama Global Preparation Academy	N/A	All Students	248	-167.8	Very Low	Higher
George Washington Carver Middle	N/A	All Students	606	-138.2	Very Low	Higher
John Muir Middle	N/A	All Students	552	-161.3	Very Low	Higher
Los Angeles Academy Middle	N/A	All Students	895	-135.3	Very Low	Higher
Mary McLeod Bethune Middle	N/A	All Students	737	-117.6	Very Low	Higher
William Jefferson Clinton Middle	N/A	All Students	565	-107.7	Very Low	Higher
Resident Schools Median	N/A	All Students	3,603	-136.8	Very Low	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

Alliance College-Ready Middle Academy 12 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator
All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	489	Very Low	-98.3	3,603	Very Low	-136.8	Higher
Latino	481	Very Low	-98.1	3,172	Very Low	-133.4	Higher
English Learner	175	Very Low	-137.0	1,450	Very Low	-172.1	Higher
Socioeconomically Disadvantaged	481	Very Low	-97.6	3,553	Very Low	-137.1	Higher
Students with Disabilities	38	Very Low	-173.5	567	Very Low	-196.1	Higher

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

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students							
School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter to Resident Comparison (DFS)	Resident Schools Median Comparison (DFS)
Alliance College-Ready Middle Academy 12	N/A	All Students	477	Yellow	-94.8		
Resident Schools	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Comparison (DFS)	Charter to Resident Comparison (DFS)
Barack Obama Global Preparation Academy	N/A	All Students	257	Red	-165.3		Higher
George Washington Carver Middle	N/A	All Students	634	Orange	-133.8		Higher
John Muir Middle	N/A	All Students	624	Orange	-157.0		Higher
Los Angeles Academy Middle	N/A	All Students	884	Red	-132.9		Higher
Mary McLeod Bethune Middle	N/A	All Students	764	Orange	-109.7		Higher
William Jefferson Clinton Middle	N/A	All Students	546	Orange	-101.5		Higher

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter to Resident Comparison (DFS)
Resident Schools Median	N/A	All Students	3,709	Orange	-133.4	Higher

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

Alliance College-Ready Middle Academy 12 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator									
All Students and Numerically Significant Student Groups									
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)		
All Students	477	Yellow	-94.8	3,709	Orange	-133.4	Higher		
Latino	471	Yellow	-94.8	3,217	Orange	-130.2	Higher		
English Learner	180	Orange	-133.3	1,480	Orange	-172.0	Higher		
Socioeconomically Disadvantaged	473	Orange	-94.8	3,521	Orange	-133.1	Higher		
Students with Disabilities	55	Red	-175.5	590	Red	-195.3	Higher		

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

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter to Resident Comparison (DFS)
Alliance College-Ready Middle Academy 12	N/A	All Students	473	Orange	-93.0	
Resident Schools	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Comparison (DFS)

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter to Resident Comparison (DFS)
Barack Obama Global Preparation Academy	N/A	All Students	243	Orange	-158.7	Higher
George Washington Carver Middle	N/A	All Students	661	Orange	-124.7	Higher
John Muir Middle	N/A	All Students	613	Orange	-145.2	Higher
Los Angeles Academy Middle	N/A	All Students	798	Orange	-119.5	Higher
Mary McLeod Bethune Middle	N/A	All Students	789	Red	-118.9	Higher
William Jefferson Clinton Middle	N/A	All Students	581	Yellow	-82.2	Lower
Resident Schools Median	N/A	All Students	3,685	Orange	-122.1	Higher

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

Alliance College-Ready Middle Academy 12 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator
All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	473	Orange	-93.0	3,685	Orange	-122.1	Higher
Latino	461	Orange	-93.0	3,236	Orange	-120.8	Higher
English Learner	222	Orange	-127.1	1,613	Orange	-162.9	Higher
Long Term English Learner	93	Red	-164.8	429	Orange	-183.1	Higher
Socioeconomically Disadvantaged	444	Yellow	-91.8	3,591	Orange	-122.5	Higher
Students with Disabilities	54	Orange	-164.1	575	Orange	-190.2	Higher

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

ATTACHMENT D



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE COLLEGE-READY MIDDLE ACADEMY 12
BOARD OF EDUCATION REPORT 079-25/26

October 14, 2025

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 450 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Alliance College-Ready Middle Academy 12 for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:

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

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

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

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

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

PREPARED BY:

A handwritten signature in black ink, appearing to read 'H. Yoon-Fontamillas'.

HELENA YOON-FONTAMILLAS, ED.D.
Specialist
Charter Schools Division

APPROVED BY:

A handwritten signature in black ink, appearing to read 'Keith H. Abrahams, III'.

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services