



Board of Education Report

File #: Rep-087-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 10/14/2025

Approval of the Renewal Petition for Gabriella Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Gabriella Charter) Recommends approval of the renewal petition for Gabriella Charter, with benchmarks, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades TK-8 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Gabriella Charter (“Charter School”), with benchmarks in the areas of academics and fiscal operations, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 480 students in grades TK-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:

Gabriella Charter is a TK-8 span school currently serving 399 students on a District campus at 1435 Logan Street, Los Angeles, CA, 90026 in Board District 2 and Region East. Gabriella Charter was originally approved by the LAUSD Board of Education on March 8, 2005. On November 7, 2017, the charter school was renewed for a five-year term to serve 480 students in grades TK-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 Gabriella Charter expires June 30, 2026.

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

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

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

Due Diligence:

Current Gabriella Charter governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the

Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

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

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

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

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

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

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. 087-25/26, 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 - Gabriella Charter Data Set

Attachment C - Desegregation Impact Statement

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

https://drive.google.com/drive/folders/1tQK8-TGbn4PSOU4dsk-Z_QJAaqh27Bx?usp=sharing

Submitted:

09/19/25

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 087-25/26
October 14, 2025

School Name:	Gabriella Charter			BOARD IS REQUIRED TO TAKE ACTION BY: October 16, 2025
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Gabriella Charter Schools			
Location Code:	4034			
Type of Site(s):	District Site (Multi-Year Co-Location Agreement)			
Site Address(es):	1435 Logan Street, Los Angeles, CA 90026 (Logan EL Campus)			
Board District(s):	2	Region(s):	East	
Grade Levels Served:	TK-8	Current Enrollment:	399	
Grade Levels Authorized in Current Charter:	TK-8	Approved Enrollment in Current Charter:	480	
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>Gabriella Charter (“Charter School”) must meet the following benchmarks during the 2026-2031 charter term in order to address the District’s academic and fiscal concerns:</p> <p><u>ACADEMIC:</u></p> <ol style="list-style-type: none"> 1. In each year of the charter term, Charter School shall demonstrate academic growth in English Language Arts (ELA) for Students with Disabilities 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. <p><u>FISCAL:</u></p> <ol style="list-style-type: none"> 2. In each year of the charter term Gabriella Charter Schools shall pay any and all undisputed outstanding amounts due and owing from Charter School to the District (via the Real Estate Office) that Charter School (or Gabriella Charter Schools on Charter School’s behalf) has incurred. Any failure to provide complete and timely submissions of any undisputed amounts, or to cure any outstanding balances for undisputed amounts within 30 days of 			

notification by the District, shall be deemed a material violation of the Multi-Year Co-location Agreement, Shared Use Agreement, operative charter, and/or District policy, and may result in the District enforcing any rights under the applicable authorities, up to and including withholding of funds, assessment of late fees/interest, or initiating revocation pursuant to applicable statute and regulations.

3. Charter School will provide the CSD with annual updates regarding the status of the Shared Use Agreement (SUA) for the upcoming school year by no later than June 30 in each year of the charter term.

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. If these benchmarks remain unsatisfied or outstanding by the timelines indicated above, at that time the District shall review Charter School's status report and any other applicable documents/information and determine appropriate next steps (including engaging in additional tiered intervention) pursuant to its statutory oversight authority, up to and including recommendation for revocation during the charter school's charter term or recommendation of non-renewal upon submission of a renewal petition at the end of the term of the charter. (See Ed. Code, § 47607.)

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Gabriella Charter (or "Charter School"), with benchmarks in the areas of academics and fiscal operations, located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades TK-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

	Gabriella Charter
Initial Authorization:	On March 8, 2005, Gabriella Charter was authorized by the LAUSD Board of Education to serve 130 students in grades K-5.
Most Recent Renewal	The charter was renewed on November 7, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 480 students in grades TK-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 Gabriella Charter expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable

	Gabriella Charter
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Gabriella Charter submitted its renewal petition application on July 18, 2025. The 90-day statutory timeline for Board action on the petition runs through October 16, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Gabriella Charter implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Gabriella Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Gabriella Charter is operated by Gabriella Charter Schools, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

Overall, Charter School’s Dashboard performance was higher than the state in ELA and Math, and on the English Language Progress Indicator (ELPI). The charter school provided two years of verified data disaggregated by student groups, demonstrating one year’s progress in ELA and Math for each student group.

Please see the Gabriella Charter data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

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

Gabriella Charter Dashboard Indicators

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

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

c. English Language Arts Indicator

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

As noted above, staff is recommending a benchmark in ELA for the Students with Disabilities student group. In order to increase student outcomes in ELA, Charter School leaders report that special education teachers utilize a research-based intervention program to support students with foundational level reading gaps. Additionally, Charter School leaders report working with an outside consultant to develop consistent Tier 1 instruction to foster independent learning for students.

Gabriella Charter - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Medium	-0.6	Low	-12.2	Higher
Latino	Met	Medium	-1.6	Low	-38.6	Higher
English Learner	Met	Low	-38.9	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-10.2	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-76.4	Very Low	-97.3	Higher

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

Gabriella Charter - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-8.1	-7.5	Orange	-13.6	Higher
Latino	Met	Orange	-10.7	-9.1	Orange	-40.2	Higher
English Learner	Met	Orange	-52.2	-13.4	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-13.8	-3.6	Orange	-42.6	Higher
Students with Disabilities	Met	Red	-83.5	-7.0	Red	-96.3	Higher

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

Gabriella Charter - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-23.7	-15.6	Orange	-13.2	Lower
Latino	Met	Orange	-25.2	-14.5	Orange	-39.3	Higher
English Learner	Met	Orange	-62.1	-9.9	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-29.7	-15.9	Orange	-40.9	Higher
Students with Disabilities	Met	Red	-100.7	-17.3	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, 2023, and 2024 in Math, the charter school’s DFS was lower than the state for All Students, and higher than the state for all four numerically significant student groups.

Gabriella Charter - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-59.4	Low	-51.7	Lower
Latino	Met	Low	-61.5	Low	-83.4	Higher
English Learner	Met	Low	-89.2	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-64.2	Low	-84.0	Higher
Students with Disabilities	Met	Very Low	-118.0	Very Low	-130.8	Higher

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

Gabriella Charter - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-59.7	-0.3	Orange	-49.1	Lower
Latino	Met	Orange	-62.5	-1.0	Orange	-80.8	Higher
English Learner	Met	Orange	-88.0	1.2	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-63.5	0.8	Yellow	-80.8	Higher
Students with Disabilities	Met	Red	-124.4	-6.4	Orange	-127.3	Higher

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

Gabriella Charter - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-59.4	0.3	Orange	-47.6	Lower
Latino	Met	Orange	-64.5	-2.0	Orange	-79.2	Higher
English Learner	Met	Orange	-86.7	1.3	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-66.6	-3.2	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-119.8	4.6	Red	-124.3	Higher

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school’s Status Level of Low was lower than the state’s Status Level of Medium. The charter school’s English Learner Progress Rate was lower than the state’s rate. In 2023 and 2024 on the ELPI, the charter school’s performance color of Green was higher than the state’s color of Yellow in 2023 and Orange in 2024. The charter school’s English Learner Progress Rate was higher than the state’s rate in 2023 and 2024.

Gabriella Charter - 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	Low	43.4%	Medium	50.3%	Lower

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

Gabriella Charter - 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	49.4%	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>)

Gabriella Charter - 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	Green	53.9%	4.6%	Orange	45.7%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was higher than the state for All Students. However, all four numerically significant student groups were lower than the state. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for two of four numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was higher than the state for All Students, and for three of four numerically significant student groups, however, the Chronic Absenteeism rates demonstrated declines.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Additional Information

Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. 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).)

Gabriella Charter submitted two years of verified data for consideration as part of its renewal application.

ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 (“Final Diagnostic” or “Most Recent”) 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 380 students were assessed in Reading and 384 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 118%. 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 student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-5	218	Grades K-5: 75%	102%	Met
English Learner	55	Grades K-5: 75%	94%	Met
Latino	185	Grades K-5: 75%	98%	Met
Socioeconomically Disadvantaged	177	Grades K-5: 75%	100%	Met
Students with Disabilities	40	Grades K-5: 75%	94%	Met

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade 6-8	162	Grades 6-8: 45%	118%	Met
English Learner	16	Grades 6-8: 45%	117%	Met
Latino	155	Grades 6-8: 45%	171%	Met
Socioeconomically Disadvantaged	148	Grades 6-8: 45%	163%	Met
Students with Disabilities	36	Grades 6-8: 45%	130%	Met

¹ In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8. Submitted 09/29/2025

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 school’s four student groups in Reading in 2023-2024.

MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 (“Final Diagnostic” or “Most Recent”) 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 381 students were assessed in Math and 384 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 104%. 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 all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth 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 K-5	219	Grades K-5: 80%	100%	Met
English Learner	55	Grades K-5: 80%	100%	Met
Latino	186	Grades K-5: 80%	96%	Met
Socioeconomically Disadvantaged	177	Grades K-5: 80%	100%	Met
Students with Disabilities	40	Grades K-5: 80%	112%	Met

² i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.
Submitted 09/29/2025

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	162	Grades 6-8: 60%	122%	Met
English Learner	16	Grades 6-8: 60%	113%	Met
Latino	155	Grades 6-8: 60%	125%	Met
Socioeconomically Disadvantaged	148	Grades 6-8: 60%	119%	Met
Students with Disabilities	36	Grades 6-8: 60%	227%	Met

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 school's four student groups in Math in 2023-2024.

Based on the review and consideration of verified data, Gabriella Charter included two years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2023-2024 and 2024-2025, Gabriella Charter appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups. Additionally, based on i-Ready's Median Progress to Typical Growth targets, the school met the one year's progress for All Students and met the one year's progress for all four of the school's four student groups in Reading and Math in both 2023-2024 and 2024-2025.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Gabriella Charter's fiscal condition has been positive 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	\$4,172,837	\$4,671,661	\$4,759,368	\$5,039,647	\$4,635,568
Net Income/Loss	\$800,289	\$498,824	\$87,707	\$280,279	(\$404,082) ¹
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	468	443	413	398	399

¹According to Gabriella Charter Schools ("GCS"), the projected net loss of (\$404,082) for the Fiscal Year 2024-2025 Second Interim above was primarily due to a decline in Average Daily Attendance ("ADA"), as well as higher-than-expected substitute costs. Based on the CSD's review of Gabriella Charter's 2024-2025 Unaudited Actuals submitted to the District, Charter School now projects a net income of \$811,803, resulting in a net asset balance of \$5,851,450 as of June 30, 2025.

- 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.

Gabriella Charter Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		Including related parties and charter schools		Excluding related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	\$7,058,725	\$402,795	\$0	\$0

Notwithstanding Gabriella Charter’s positive financial condition as illustrated in the financial table above, as of the writing of this report, the District contends that Charter School has outstanding financial liabilities due and owing to the District for various facilities-related costs. On September 5, 2025, the District issued a Notice of Alleged Violations (NOAV) to Gabriella Charter Schools and Charter School. The NOAV described alleged various violations pursuant to Education Code section 47607 and provided Charter School with an opportunity to cure the alleged violations for a period of thirty (30) calendar days. The NOAV identified factors demonstrating substantial fiscal and governance concerns of the District attributable to Gabriella Charter’s use of the Logan Elementary School site over multiple school years pursuant to the Multi-Year Co-location Agreement between Gabriella Charter Schools and the District, including, but not limited to, outstanding financial liabilities allegedly due and owing from Gabriella Charter Schools to the District for certain facilities-related costs and Charter School’s alleged refusals to meaningfully negotiate and/or execute Shared Use Agreements (SUAs) despite its obligations to do so. On September 19, 2025, Gabriella Charter Schools (on behalf of Charter School) responded to the NOAV. Among other things, the response to the NOAV challenged the District’s stated fiscal and governance concerns, asserted various objections and defenses, claimed that Gabriella Charter Schools has disputed the District’s claims and amounts due, stated that the parties have been engaged in mediation to resolve the disputed issues, and expressed a willingness to explore an informal resolution of the disputed issues.

Since then, Gabriella Charter Schools and the District have engaged in meaningful negotiations to informally resolve the disputed issues. As a result of these efforts, Gabriella Charter Schools has made binding commitments to (among other things) do the following: (1) make an \$800,000 payment to the District, earmarked as a preliminary payment for amounts due across multiple school years (Gabriella Charter Schools has provided documentation that it has already started the process to have the check cut and delivered to the District during the week of September 29, 2025); (2) deposit \$250,000 into an escrow account to be applied to any agreed-upon additional amounts Gabriella Charter Schools might owe the District for the 2019-2020 through 2021-2022 school years (Gabriella Charter Schools is already in the process of escrowing the funds); and (3) execute a tolling agreement that the District previously presented. Additionally, the District and Charter School have recently agreed on the terms

of SUAs for the 2020-2021 through 2025-2026 school years that memorialize the allocation of all spaces at the Logan campus during each of those school years. Based on calculations derived from SUAs, Gabriella Charter Schools has made a binding commitment to pay any undisputed amounts to the District within twenty (20) days and deposit any disputed amounts into escrow to be held pending negotiation/resolution. Moreover, Charter School and Logan administrations will make their best efforts each year to negotiate the SUA for the upcoming year by June 1, but in no case later than June 30, unless there is a dispute regarding the terms of the SUA (in which case the parties will follow the terms of the Multi-Year Co-location Agreement to resolve the dispute). The District and Gabriella Charter Schools have also agreed to work together in good faith before the Board of Education's renewal decision (and after, if necessary) to expeditiously resolve accurate amounts owed and reconcile any amounts Gabriella Charter Schools paid and/or needs to pay.

The District will continue to monitor Gabriella Charter's payment status as part of the CSD's ongoing oversight process. See proposed fiscal benchmarks above.

Gabriella Charter

Board District: 2 | Region: E | Location Code: 4034

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/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	99%	288	-0.6	Medium	-12.2	Higher	100%	273	-8.1	-7.5	Declined	Orange	-13.6	Higher	100%	270	-23.7	-15.6	Declined Significantly	Orange	-13.2	Lower
African American/Black	100%	5	*	*	-57.7	*	67%	3	*	*	*	*	-59.6	*	4	*	*	*	*	*	-58.9	*
Asian	100%	1	*	*	63.0	*	100%	2	*	*	*	*	61.8	*	2	*	*	*	*	*	60.7	*
English Learner	99%	90	-38.9	Low	-61.2	Higher	100%	81	-52.2	-13.4	Declined	Orange	-67.7	Higher	100%	82	-62.1	-9.9	Declined	Orange	-67.6	Higher
Filipino	100%	4	*	*	42.9	*	100%	4	*	*	*	*	44.0	*	3	*	*	*	*	*	45.8	*
Foster Youth					-85.6	*	100%	3	*	*	*	*	-89.2	*	1	*	*	*	*	*	-87.3	*
Latino	99%	271	-1.6	Medium	-38.6	Higher	100%	258	-10.7	-9.1	Declined	Orange	-40.2	Higher	100%	253	-25.2	-14.5	Declined	Orange	-39.3	Higher
Homeless Youth					-62.9	*							-67.9	*	5	*	*	*	*	*	-70.4	*
Long-Term English Learner															8	*	*	*	*	*	-109.6	*
Two or More	100%	1	*	*	25.1	*							24.3	*	1	*	*	*	*	*	24.3	*
Socioeconomically Disadvantaged	99%	230	-10.2	Low	-41.4	Higher	100%	245	-13.8	-3.6	Declined	Orange	-42.6	Higher	100%	238	-29.7	-15.9	Declined Significantly	Orange	-40.9	Higher
Students with Disabilities	100%	55	-76.4	Very Low	-97.3	Higher	98%	53	-83.5	-7.0	Declined	Red	-96.3	Higher	98%	46	-100.7	-17.3	Declined Significantly	Red	-95.6	Lower
White	100%	6	*	*	21.9	*	100%	6	*	*	*	*	20.8	*	6	*	*	*	*	*	19.2	*

Data Sources: California School Dashboard Research data files.

Gabriella Charter

Board District: 2 | Region: E | Location Code: 4034

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/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	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	98%	285	-59.4	Low	-51.7	Lower	99%	272	-59.7	-0.3	Maintained	Orange	-49.1	Lower	98%	266	-59.4	0.3	Maintained	Orange	-47.6	Lower
African American/Black	80%	5	*	*	-106.9	*	67%	3	*	*	*	*	-104.5	*	75%	4	*	*	*	*	-102.2	*
Asian	100%	1	*	*	48.4	*	100%	2	*	*	*	50.8	*	100%	2	*	*	*	*	*	49.5	*
English Learner	98%	89	-89.2	Low	-92.0	Higher	99%	81	-88.0	1.2	Maintained	Orange	-93.4	Higher	98%	80	-86.7	1.3	Maintained	Orange	-93.4	Higher
Filipino	100%	4	*	*	2.7	*	100%	4	*	*	*	7.4	*	100%	3	*	*	*	*	*	10.4	*
Foster Youth					-126.3		100%	3	*	*	*	-127.4	*	100%	1	*	*	*	*	*	-125.1	*
Latino	98%	269	-61.5	Low	-83.4	Higher	99%	257	-62.5	-1.0	Maintained	Orange	-80.8	Higher	98%	250	-64.5	-2.0	Maintained	Orange	-79.2	Higher
Homeless Youth					-101.8		0%	1	*	*	*	-101.3	*	100%	5	*	*	*	*	*	-106.0	*
Long-Term English Learner																						
Two or More	100%	1	*	*	-9.9	*						-7.4	*	100%	1	*	*	*	*	*	-5.3	*
Socioeconomically Disadvantaged	97%	226	-64.2	Low	-84.0	Higher	99%	245	-63.5	0.8	Maintained	Orange	-80.8	Higher	98%	234	-66.6	-3.2	Declined	Orange	-78.2	Higher
Students with Disabilities	98%	54	-118.0	Very Low	-130.8	Higher	96%	52	-124.4	-6.4	Declined	Red	-127.3	Higher	96%	45	-119.8	4.6	Increased	Orange	-124.3	Higher
White	100%	6	*	*	-13.4	*	100%	6	*	*	*	-11.1	*	100%	6	*	*	*	*	*	-10.3	*

Data Sources: California School Dashboard Research data files.

Gabriella Charter

Board District: 2 | Region: E | Location Code: 4034

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/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 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	76	43.4%	Low	50.3%	Lower	79	49.4%	5.9	Increased	Green	48.7%	Higher	76	53.9%	4.6	Increased	Green	45.7%	Higher
Long-Term English Learner													7	*	*	*	*	45.8%	*

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	Decreased at Least One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Decreased at Least One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	43.4%	0.0%	23.7%	32.9%	47.5%	2.8%	31.4%	31.4%	18.3%
2023	EL	48.1%	1.3%	16.5%	34.2%	45.7%	2.3%	32.2%	32.2%	18.3%
2024	EL	53.9%	0.0%	14.5%	31.6%	43.2%	1.9%	34.4%	34.4%	19.1%
2024	LTEL					41.6%	3.4%	28.5%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report											
	School					State of California					
End Year	Student Group	Students Tested During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Enrolled During Testing Window	Students Tested During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	102	100.0%	Y	102	1,052,513	96.7%	Y	1,088,734	96.7%	Y
2023	EL	93	98.9%	Y	94	1,048,300	98.0%	Y	1,069,515	98.0%	Y
2023	LTEL					193,182	95.4%	Y	202,530	95.4%	Y
2024	EL	92	100.0%	Y	92	1,028,083	98.1%	Y	1,047,977	98.1%	Y
2024	LTEL	6	100.0%	Y	6	182,603	95.9%	Y	190,459	95.9%	Y

Gabriella Charter

Board District: 2 | Region: E | Location Code: 4034

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
All Students	442	30.8%	Very High	30.0%	Higher	421	29.2%	-1.6	Orange	24.3%	Higher	424	25.9%	-3.3	Yellow	18.6%	Higher
African American/Black	7	*	*	42.9%	*	4	*	*	*	36.4%	*	5	*	*	*	31.3%	*
Asian	9	*	*	11.5%	*	9	*	*	*	10.1%	*	6	*	*	*	7.5%	*
English Learner	116	32.8%	Very High	33.6%	Lower	104	24.0%	-8.7	Orange	26.3%	Lower	100	22.0%	-2.0	Orange	20.1%	Higher
Filipino	6	*	*	16.2%	*	5	*	*	*	13.8%	*	4	*	*	*	9.6%	*
Foster Youth				42.1%		6	*	*	*	33.6%	*	4	*	*	*	30.5%	*
Latino	403	31.8%	Very High	35.8%	Lower	385	30.9%	-0.9	Orange	28.4%	Higher	390	26.2%	-4.8	Yellow	21.7%	Higher
Homeless Youth	1	*	*	45.1%	*	2	*	*	*	38.7%	*	15	40.0%		No Color	32.7%	Higher
Long-Term English Learner												9	*	*	*	23.9%	*
Two or More	3	*	*	25.1%	*	5	*	*	*	21.6%	*	10	*	*	*	16.2%	*
Socioeconomically Disadvantaged	347	33.1%	Very High	37.4%	Lower	368	29.3%	-3.8	Yellow	29.9%	Lower	376	25.3%	-4.1	Yellow	23.4%	Higher
Students with Disabilities	84	27.4%	Very High	39.6%	Lower	80	38.8%	11.4	Red	33.1%	Higher	80	22.5%	-16.3	Orange	26.3%	Lower
White	14	21.4%	Very High	21.9%	Lower	13	7.7%	-13.7	No Color	18.5%	Lower	9	*	*	*	13.5%	*

Data Sources: California School Dashboard Research data files.

Gabriella Charter

Board District: 2 | Region: E | Location Code: 4034

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/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and 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	447	2.0%	Medium	3.1%	Lower	427	0.7%	-1.3	Declined Significantly	Blue	3.5%	Lower	433	0.7%	0.0	Maintained	Green	3.2%	Lower
African American/Black	8	*	*	7.9%	*	4	*	*	*	*	8.8%	*	5	*	*	*	*	8.4%	*
Asian	9	*	*	0.9%	*	9	*	*	*	*	1.1%	*	6	*	*	*	*	1.0%	*
English Learner	118	0.8%	Low	3.2%	Lower	104	1.0%	0.1	Maintained	Green	3.7%	Lower	102	1.0%	0.0	Maintained	Green	3.4%	Lower
Filipino	6	*	*	1.2%	*	5	*	*	*	*	1.3%	*	4	*	*	*	*	1.2%	*
Foster Youth				12.4%		6	*	*	*	*	13.6%	*	4	*	*	*	*	13.2%	*
Latino	407	2.0%	Medium	3.3%	Lower	391	0.5%	-1.5	Declined Significantly	Blue	3.8%	Lower	399	0.8%	0.2	Maintained	Green	3.4%	Lower
Homeless Youth	1	*	*	5.5%	*	4	*	*	*	*	6.5%	*	15	6.7%		No Change Level	No Color	5.7%	Higher
Long-Term English Learner													9	*	*	*	*	8.1%	*
Two or More	3	*	*	2.9%	*	5	*	*	*	*	3.3%	*	10	*	*	*	*	3.0%	*
Socioeconomically Disadvantaged	351	2.3%	Medium	4.0%	Lower	373	0.8%	-1.5	Declined Significantly	Blue	4.5%	Lower	384	0.5%	-0.3	Declined	Blue	4.0%	Lower
Students with Disabilities	85	3.5%	High	5.4%	Lower	80	0.0%	-3.5	Declined	Blue	5.9%	Lower	81	1.2%	1.2	Increased	Orange	5.4%	Lower
White	14	7.1%	Very High	2.6%	Higher	13	0.0%	-7.1	Declined	No Color	2.9%	Lower	9	*	*	*	2.6%	*	

Data Sources: California School Dashboard Research data files.

Gabriella Charter

Board District: 2 | Region: E | Location Code: 4034

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/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/csm/>. 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	400	529,902	5,837,690	396	516,685	5,806,221
F/R Meal	88.3%	80.6%	61.6%	88.4%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	23.0%	20.1%	18.4%	20.2%	18.6%	17.4%
Foster Youth	0.8%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	3.8%	2.1%	3.6%	4.5%	2.7%	4.0%
Socioeconomically Disadvantaged	88.8%	81.3%	62.7%	88.4%	82.4%	63.6%
Students w/ Disabilities	16.8%	14.8%	13.7%	19.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
Black or African American	1.3%	7.3%	4.9%	1.5%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	1.5%	3.4%	9.9%	2.3%	3.3%	10.1%
Filipino	1.0%	1.7%	2.2%	1.0%	1.6%	2.2%
Latino	91.3%	73.8%	56.1%	89.6%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	2.5%	9.8%	20.3%	2.5%	9.7%	20.0%
Two or More Races	1.5%	2.0%	4.6%	1.8%	2.1%	4.8%
Not Reported	1.0%	1.8%	1.1%	1.3%	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/sd/filesenr.asp>

Gabriella Charter

Board District: 2 | Region: E | Location Code: 4034

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/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ia/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	6	3.0%	17,921	7.3%	226,508	11.1%	6	3.2%	15,302	6.5%	211,186	10.6%	10	6.1%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	25	12.5%	22,266	9.1%	211,838	10.4%	22	11.8%	20,169	8.5%	192,824	9.6%	22	13.3%	15,041	6.8%	163,190	8.5%
EL 0-3 Years	58	29.0%	60,457	24.7%	505,486	24.8%	55	29.6%	60,574	25.7%	519,651	26.0%	39	23.6%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	19	9.5%	18,850	7.7%	236,319	11.6%	19	10.2%	14,725	6.2%	207,768	10.4%	12	7.3%	13,775	6.2%	178,306	9.3%
EL Total	101	50.5%	114,523	46.8%	1,112,502	54.5%	92	49.5%	106,318	45.0%	1,074,793	53.8%	80	48.5%	95,959	43.3%	1,009,030	52.6%
RFEP	99	49.5%	130,377	53.2%	927,694	45.5%	94	50.5%	129,789	55.0%	924,422	46.2%	85	51.5%	125,465	56.7%	909,298	47.4%
Total Ever EL	200	100.0%	244,900	100.0%	2,040,196	100.0%	186	100.0%	236,107	100.0%	1,999,215	100.0%	165	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/itel.asp>

Gabriella Charter

Board District: 2 | Region: E | Location Code: 4034

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	#	% of Total SWD	% of Total Enrollment	
Total Enrollment	400	0.0%	100.0%	529,902	0.0%	100.0%	396	0.0%	100.0%	516,685	0.0%	100.0%	516,685	0.0%	100.0%
Total SWD Enrollment	65	100.0%	16.3%	78,319	100.0%	14.8%	79	100.0%	19.9%	80,505	100.0%	15.6%	80,505	100.0%	15.6%
High Incidence	56	86.2%	14.0%	52,153	66.6%	9.8%	67	84.8%	16.9%	52,412	65.1%	10.1%	52,412	65.1%	10.1%
Low Incidence	9	13.8%	2.3%	26,162	33.4%	4.9%	12	15.2%	3.0%	28,084	34.9%	5.4%	28,084	34.9%	5.4%
Autism	9	13.8%	2.3%	18,713	23.9%	3.5%	12	15.2%	3.0%	20,802	25.8%	4.0%	20,802	25.8%	4.0%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	7	0.0%	0.0%
Deafness	0	0.0%	0.0%	188	0.2%	0.0%	0	0.0%	0.0%	178	0.2%	0.0%	178	0.2%	0.0%
Emotional Disturbance	0	0.0%	0.0%	1,148	1.5%	0.2%	0	0.0%	0.0%	1,082	1.3%	0.2%	1,082	1.3%	0.2%
Established Medical Disability	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	0	0.0%	0.0%	971	1.2%	0.2%	0	0.0%	0.0%	931	1.2%	0.2%	931	1.2%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%	3,381	4.2%	0.7%
Multiple Disabilities	0	0.0%	0.0%	965	1.2%	0.2%	0	0.0%	0.0%	1,035	1.3%	0.2%	1,035	1.3%	0.2%
Other Health Impairment	16	24.6%	4.0%	10,930	14.0%	2.1%	16	20.3%	4.0%	11,596	14.4%	2.2%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	434	0.5%	0.1%
Specific Learning Disability	26	40.0%	6.5%	29,615	37.8%	5.6%	33	41.8%	8.3%	29,368	36.5%	5.7%	29,368	36.5%	5.7%
Speech or Language Impairment	14	21.5%	3.5%	11,608	14.8%	2.2%	18	22.8%	4.5%	11,448	14.2%	2.2%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0.0%	0.0%	66	0.1%	0.0%	0	0.0%	0.0%	66	0.1%	0.0%	66	0.1%	0.0%
Visual Impairment	0	0.0%	0.0%	185	0.2%	0.0%	0	0.0%	0.0%	175	0.2%	0.0%	175	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).

ATTACHMENT C



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)

GABRIELLA CHARTER

BOARD OF EDUCATION REPORT 087- 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 480 students in grades TK-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 Gabriella Charter 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 blue ink, appearing to read "Yolanda Jordan".

YOLANDA JORDAN
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