



Board of Education Report

File #: Rep-082-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 10/14/2025

Approval of the Renewal Petition for Alliance Morgan McKinzie High
[PUBLIC HEARING]
Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Alliance Morgan McKinzie High) Recommends approval of the renewal petition for Alliance Morgan McKinzie High, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 525 students in grades 9-12 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Alliance Morgan McKinzie High (“Charter School”), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve 525 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Alliance Morgan McKinzie High is a 9-12 high school currently serving 453 students on a private facility at 110 S. Townsend Ave., Los Angeles, CA, 90063 in Board District 2 and Region East. Alliance Morgan McKinzie High was originally approved by the LAUSD Board of Education on May 22, 2007. On November 7, 2017, the charter school was renewed for a five-year term to serve 525 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Morgan McKinzie High expires June 30, 2026.

On July 18, 2025, Alliance Morgan McKinzie High 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 Morgan McKinzie High 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. 082-25/26, 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 Morgan McKinzie High 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/1ibMSM2JgyNoniitaEs7eh38KYpCVU6jN?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 082-25/26
October 14, 2025

School Name:	Alliance Morgan McKinzie High		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:	8214		
Type of Site(s):	Private		
Site Address(es):	110 S. Townsend Ave., Los Angeles, CA 90063		
Board District(s):	2	Region(s):	East
Grade Levels Served:	9-12	Current Enrollment:	453
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	525
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Approval for a five (5)-year term (2026-2031)		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Morgan McKinzie High (“Alliance McKinzie” or “Charter School”), 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 525 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Morgan McKinzie High
Initial Authorization:	On May 22, 2007, Alliance Morgan McKinzie High (formerly known as Alliance Media Arts and Entertainment Design High School, Media Arts and Entertainment Design High School, and College Ready Academy High School # 9) was authorized by the LAUSD Board of Education to serve 575 students in grades 9-12.
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 525 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one

	Alliance Morgan McKinzie High
Most Recent Renewal (cont.)	additional year. Thus, by operation of law, the charter term for Alliance McKinzie expires June 30, 2026.
Approved Material Revisions of Current Charter:	<ul style="list-style-type: none"> ◆ The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model. ◆ The Board of Education approved a request for material revision on September 28, 2021, to add an admissions preference.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Alliance McKinzie submitted its renewal petition application on July 18, 2025. The 90-day statutory timeline for Board action on the petition runs through October 16, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alliance McKinzie implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance McKinzie participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

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

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Alliance McKinzie 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, Math, and on the English Learner Progress Indicator (ELPI) and College/Career Indicator (CCI). The charter school provided information to demonstrate strong postsecondary outcomes relative to similar peers.

Please see the Alliance Morgan McKinzie High 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 Morgan McKinzie High

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

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 the charter school's two numerically significant student groups. In 2024 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for all three numerically significant student groups.

Alliance Morgan McKinzie High- 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	27.2	Low	-12.2	Higher
Latino	Met	Medium	26.3	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	Medium	27.8	Low	-41.4	Higher

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

Alliance Morgan McKinzie High- 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	Yellow	3.0	-24.2	Orange	-13.6	Higher
Latino	Met	Yellow	2.3	-24.1	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Yellow	5.9	-21.9	Orange	-42.6	Higher

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

Alliance Morgan McKinzie High- 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	Green	23.5	20.5	Orange	-13.2	Higher
Latino	Met	Green	24.3	22.0	Orange	-39.3	Higher
English Learner	Met	No Performance Color	-38.0	27.3	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Green	26.1	20.1	Orange	-40.9	Higher

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 higher than the state for the charter school’s two numerically significant student groups. In 2024 in Math, the charter school’s DFS was higher than the state for All Students, and higher than the state for two of three numerically significant student groups.

Alliance Morgan McKinzie High- 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	-69.3	Low	-51.7	Lower
Latino	Met	Low	-70.7	Low	-83.4	Higher
Socioeconomically Disadvantaged	Met	Low	-68.6	Low	-84.0	Higher

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

Alliance Morgan McKinzie High- 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	-69.3	0.1	Orange	-49.1	Lower
Latino	Met	Orange	-68.1	2.6	Orange	-80.8	Higher
Socioeconomically Disadvantaged	Met	Orange	-68.4	0.2	Yellow	-80.8	Higher

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

Alliance Morgan McKinzie High- 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	Green	-37.3	32.0	Orange	-47.6	Higher

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
Latino	Met	Green	-35.5	32.5	Orange	-79.2	Higher
English Learner	Met	No Performance Color	-104.1	16.6	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Green	-35.6	32.8	Orange	-78.2	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 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 performance color of Green was higher than the state’s color of Orange. The charter school’s English Learner Progress Rates for English Learner and Long-term English Learner student groups were higher than their respective state rates.

Alliance Morgan McKinzie High- 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	52.6%	Medium	50.3%	Higher

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

Alliance Morgan McKinzie High- 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	57.1%	4.5%	Yellow	48.7%	Higher

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

Alliance McKinzie of Excellence- 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	Not Met	Green	61.8%	4.6%	Orange	45.7%	Higher
Long Term English Learner	Met	Green	59.7%	3.3%	Orange	45.8%	Higher

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

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

f. College/Career Indicator

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

Alliance Morgan McKinzie High- College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	Medium	50.0%	Medium	43.9%	Higher
Latino	Medium	49.1%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	51.4%	Medium	35.4%	Higher

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

Alliance Morgan McKinzie High- College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	Orange	41.1%	-8.9	Yellow	45.3%	Lower
Latino	Orange	41.5%	-7.6	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Orange	41.5%	-9.9	Yellow	37.4%	Higher

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

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Indicator [HS only]

In 2022, 2023, and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Alliance McKinzie's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Additional Information

Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments and measures of postsecondary outcomes, for the timeframe specified in law. Education Code section 47607.2(c)(2) specifies that strong postsecondary outcomes are defined by, “college enrollment, persistence, and completion rates equal to similar peers.” To determine whether a charter school has demonstrated strong postsecondary outcomes, multiple data sources may need to be considered to assess college enrollment, persistence, and completion, as well as to identify similar peers.

Charter School provided the National Student Clearinghouse (NSC) StudentTracker for High Schools Aggregate Report for the two most recent years, dated November 20, 2023, and November 21, 2024. National Student Clearinghouse StudentTracker is an adopted Postsecondary Indicator approved by the SBE to be on the verified data list and includes measures of college enrollment, persistence, and completion.¹

Enrollment

For Charter School’s class of 2022, 77.0% of students enrolled in college the fall immediately after high school, which is higher than the 2022 (high poverty²) national rate of 49.9%, per the 2023 NSC High School Benchmarks report. For Charter School’s class of 2023, 85.0% of students enrolled in college the fall immediately after high school, which is higher than the 2023 (high poverty) national rate of 50.5%, per the 2024 NSC High School Benchmarks report.

Persistence

For Charter School’s class of 2020, 79.0% of students enrolled in college the first year after high school returned for a second year, which is higher than the 2020 (high poverty) national rate of 72.0%, per the 2023 NSC High School Benchmarks report. For Charter School’s class of 2021, 69.0% of students enrolled in college the first year after high school returned for a second year, which is lower than the 2021 (high poverty) national rate of 76.0%, per the 2024 NSC High School Benchmarks report.

Completion

For Charter School’s class of 2016, 32.0% of graduates³ completed a two- or four-year degree within six years, which is higher than the 2016 (high poverty) rate of 24.9%, per the 2023 NSC High School Benchmarks report. For Charter School’s class of 2017, 46.0% of graduates completed a two- or four-year degree within six years, which is higher than the 2017 (high poverty) rate of 25.1%, per the 2024 NSC High School Benchmarks.

¹ A charter school’s Student Tracker Report includes multiple years of data which are used to compare the charter school’s postsecondary outcomes with applicable national rates published in the National Student Clearinghouse’s annual High School Benchmarks report. For example, Charter School’s 2024 Student Tracker Report was compared with NSC’s 2024 High School Benchmarks report which, “examines first-fall (immediate) college enrollment for the high school graduating class of 2023, persistence for the class of 2021, and completion for the class of 2017.”

² High poverty schools are defined by National Student Clearinghouse as a subset of low-income schools, where at least 75 percent of the student population are eligible for free or reduced price lunch.

³ Per the National Student Clearinghouse’s 2024 High School Benchmarks report, “Students are included in this outcome regardless of whether they have enrolled in postsecondary education or not.”

Therefore, as described above and seen in the table below, Charter School demonstrated strong postsecondary outcomes relative to similar peers for all of the measures (college enrollment, persistence, and completion) included in the 2023 NSC High School Benchmarks report, and for a majority of the measures (college enrollment and completion) included in the 2024 NSC High School Benchmarks report.

**Post Secondary Data Table
National Student Clearinghouse (NSC)**

Postsecondary Outcome	2023 NSC High School Benchmarks (High Poverty*)	2023 Student Tracker report Alliance McKinzie	2024 NSC High School Benchmarks (High Poverty*)	2024 Student Tracker Report Alliance McKinzie
Enrollment	49.9% (class of 2022)	77%	50.5% (class of 2023)	85%
Persistence	72.0% (class of 2020)	79%	76.0% (class of 2021)	69%
Completion	24.9% (class of 2016)	32%	25.1% (class of 2017)	46%

*Per [NSC](#), “high poverty” schools are defined as schools where 75% or more of the student population is eligible for free or reduced-price lunch (FRL), and “low income” schools have 50% or more students eligible for FRL.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance McKinzie’s fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$11,556,970	\$11,760,700	\$11,722,557	\$11,598,253	\$11,468,097
Net Income/Loss	\$782,676	\$203,730	(\$38,143) ²	(\$124,304) ³	(\$130,156) ³
Transfers In/Out	\$2,461 ¹	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	473	474	463	467	453

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

² According to Alliance, the net loss represented a de minimis amount (less than 0.4%) relative to the school’s overall revenues. Alliance asserted that the school still maintains a strong net asset position.

³ According to Alliance, the reported net loss of (\$124,304) for FY 2023-2024 and the projected net loss of (\$130,156) for FY 2024-2025 were partially attributed to lower one-time funding available to schools, coupled with higher compensation and substitute teacher services.

- 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 ⁴	23 ⁴	\$210,453,999	(\$16,812,281) ⁵	\$45,498,889	(\$16,649,281) ⁵

⁴ 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.

⁵ 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 Morgan McKinzie High

Board District: 2 | Region: E | Location Code: 8214

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/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	98%	106	27.2	Medium	-12.2	Higher	97%	93	3.0	-24.2	Declined Significantly	Yellow	-13.6	Higher	100%	117	23.5	20.5	Increased Significantly	Green	-13.2	Higher
American Indian or Alaska Native					-49.3	*	100%	1	*	*	*	*	-47.9	*							-49.0	
English Learner	96%	22	-63.8	Very Low	-81.2	Lower	100%	13	-65.3	-1.5	Maintained	No Color	-67.7	Higher	100%	30	-38.0	27.3	Increased Significantly	No Color	-67.6	Higher
Filipino	100%	1	*	*	42.9	*						44.0									45.8	
Latino	98%	104	26.3	Medium	-38.6	Higher	97%	92	2.3	-24.1	Declined Significantly	Yellow	-40.2	Higher	100%	115	24.3	22.0	Increased Significantly	Green	-39.3	Higher
Homeless Youth	100%	1	*	*	-62.9	*						-67.9			100%	1	*	*	*	*	-70.4	*
Long-Term English Learner															100%	18	-76.9	4.6	Increased	No Color	-109.6	Higher
Socioeconomically Disadvantaged	98%	105	27.8	Medium	-41.4	Higher	97%	90	5.9	-21.9	Declined Significantly	Yellow	-42.6	Higher	100%	110	26.1	20.1	Increased Significantly	Green	-40.9	Higher
Students with Disabilities	92%	23	-84.0	Very Low	-97.3	Higher	95%	18	-58.3	28.2	Increased Significantly	No Color	-96.3	Higher	100%	19	-58.1	0.2	Maintained	No Color	-95.6	Higher
White	100%	1	*	*	21.9	*						20.8			100%	1	*	*	*	*	19.2	*

Data Sources: California School Dashboard Research data files.

Alliance Morgan McKinzie High

Board District: 2 | Region: E | Location Code: 8214

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	97%	105	-69.3	Low	-51.7	Lower	97%	93	-69.3	0.1	Maintained	Orange	-49.1	Lower	100%	117	-37.3	32.0	Increased Significantly	Green	-47.6	Higher
American Indian or Alaska Native					-90.4	*	100%	1	*	*	*	-87.3	*								-86.6	
English Learner	96%	22	-154.4	Very Low	-92.0	Lower	100%	13	-120.8	33.6	Increased Significantly	No Color	-93.4	Lower	100%	30	-104.1	16.6	Increased Significantly	No Color	-93.4	Lower
Filipino	100%	1	*	*	2.7	*						7.4									10.4	
Latino	97%	103	-70.7	Low	-83.4	Higher	97%	92	-68.1	2.6	Maintained	Orange	-80.8	Higher	100%	115	-35.5	32.5	Increased Significantly	Green	-79.2	Higher
Homeless Youth	100%	1	*	*	-101.8	*						-101.3			100%	1	*	*	*	*	-106.0	*
Long-Term English Learner															100%	18	-127.4	-6.8	Declined	No Color	-163.5	Higher
Socioeconomically Disadvantaged	97%	104	-68.6	Low	-84.0	Higher	97%	90	-68.4	0.2	Maintained	Orange	-80.8	Higher	100%	110	-35.6	32.8	Increased Significantly	Green	-78.2	Higher
Students with Disabilities	88%	23	-161.6	Very Low	-130.8	Lower	95%	18	-156.3	14.1	Increased	No Color	-127.3	Lower	100%	19	-85.2	71.2	Increased Significantly	No Color	-124.3	Higher
White	100%	1	*	*	-13.4	*						-11.1			100%	1	*	*	*	*	-10.3	*

Data Sources: California School Dashboard Research data files.

Alliance Morgan McKinzie High

Board District: 2 | Region: E | Location Code: 8214

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/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/tao/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	57	52.6%	Medium	50.3%	Higher	56	57.1%	4.5	Increased	Green	48.7%	Higher	68	61.8%	4.6	Increased	Green	45.7%	Higher
Long-Term English Learner													62	59.7%	3.3	Increased	Green	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC										
	School					State of California				
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	
2022	EL	52.6%	0.0%	33.3%	14.0%	47.5%	2.8%	31.4%	18.3%	
2023	EL	50.0%	0.0%	28.6%	12.5%	45.7%	2.3%	32.2%	18.3%	
2024	EL	57.4%	1.5%	11.8%	25.0%	43.2%	1.9%	34.4%	19.1%	
2024	LTEL	54.8%	1.6%	12.9%	27.4%	41.6%	3.4%	28.5%	24.7%	

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

Summative ELPAC Participation Rate Report										
	School					State of California				
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	
2022	EL	57	58	98.3%	Y	1,052,513	1,088,734	96.7%	Y	
2023	EL	57	59	96.6%	Y	1,048,300	1,069,515	98.0%	Y	
2023	LTEL	34	35	97.1%	Y	193,182	202,530	95.4%	Y	
2024	EL	67	71	94.4%	N	1,028,083	1,047,977	98.1%	Y	
2024	LTEL	42	43	97.7%	Y	182,603	190,459	95.9%	Y	

Alliance Morgan McKinzie High

Board District: 2 | Region: E | Location Code: 8214

CA Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A blank cell means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ls/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and 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	College / Career Academic Indicator (CCI) - CA School Dashboard Indicator											
	Dashboard 2023			Dashboard 2024								
	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	112	50.0%	Medium	43.9%	Higher	107	41.1%	-8.9	Declined	Orange	45.3%	Lower
American Indian or Alaska Native				26.5%		1	*	*	*	*	28.9%	*
English Learner	15	13.3%	Low	15.3%	Lower	17	11.8%	-1.6	Maintained	No Color	17.2%	Lower
Filipino	1	*	*	65.2%	*						67.7%	
Foster Youth	1	*	*	11.6%	*						13.0%	
Latino	110	49.1%	Medium	35.5%	Higher	106	41.5%	-7.6	Declined	Orange	37.4%	Higher
Homeless Youth	3	*	*	20.4%	*	5	*	*	*	*	21.8%	*
Long-Term English Learner						17	11.8%	4.1	Increased	No Color	16.5%	Lower
Socioeconomically Disadvantaged	109	51.4%	Medium	35.4%	Higher	106	41.5%	-9.9	Declined	Orange	37.4%	Higher
Students with Disabilities	24	16.7%	Low	12.3%	Higher	24	20.8%	4.2	Increased	No Color	13.5%	Higher
White	1	*	*	53.2%	*						54.3%	

Data Sources: California School Dashboard Research data files.

Alliance Morgan McKinzie High

Board District: 2 | Region: E | Location Code: 8214

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 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/filesemr.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	482	0.0%	Very Low	3.1%	Lower	490	0.0%	0.0	Maintained	Blue	3.5%	Lower	487	1.4%	1.4	Increased	Yellow	3.2%	Lower
African American/Black				7.9%		1	*	*	*	*	8.8%	*						8.4%	
American Indian or Alaska Native	1	*	*	6.4%	*	1	*	*	*	*	7.4%	*	1	*	*	*	*	7.0%	*
Asian				0.9%		2	*	*	*	*	1.1%	*						1.0%	
English Learner	73	0.0%	Very Low	3.2%	Lower	79	0.0%	0.0	Maintained	Blue	3.7%	Lower	82	1.2%	1.2	Increased	Yellow	3.4%	Lower
Filipino	1	*	*	1.2%	*	1	*	*	*	*	1.3%	*						1.2%	
Foster Youth	1	*	*	12.4%	*	2	*	*	*	*	13.6%	*						13.2%	
Latino	477	0.0%	Very Low	3.3%	Lower	482	0.0%	0.0	Maintained	Blue	3.8%	Lower	483	1.4%	1.4	Increased	Yellow	3.4%	Lower
Homeless Youth	5	*	*	5.5%	*	9	*	*	*	*	6.5%	*	4	*	*	*	*	5.7%	*
Long-Term English Learner													73	1.4%	1.4	Increased	Yellow	8.1%	Lower
Two or More	1	*	*	2.9%	*	1	*	*	*	*	3.3%	*	1	*	*	*	*	3.0%	*
Socioeconomically Disadvantaged	460	0.0%	Very Low	4.0%	Lower	459	0.0%	0.0	Maintained	Blue	4.5%	Lower	466	1.5%	1.5	Increased	Yellow	4.0%	Lower
Students with Disabilities	95	0.0%	Very Low	5.4%	Lower	93	0.0%	0.0	Maintained	Blue	5.9%	Lower	92	3.3%	3.3	Increased	Orange	5.4%	Lower
White	2	*	*	2.6%	*	2	*	*	*	*	2.9%	*	2	*	*	*	*	2.6%	*

Data Sources: California School Dashboard Research data files.

Alliance Morgan McKinzie High

Board District: 2 | Region: E | Location Code: 8214

CA Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A 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/oi/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and 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	Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023					Dashboard 2024								
	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	125	91.2%	High	87.4%	Higher	115	93.0%	1.8	Increased	Green	86.4%	Higher	107	88.8%	-4.3	Declined	Orange	86.7%	Higher
American Indian or Alaska Native				79.6%							79.6%		1	*	*	*	*	80.1%	*
English Learner	28	82.1%	Medium	73.3%	Higher	16	87.5%	5.4	Increased Significantly	No Color	73.5%	Higher	17	82.4%	-5.1	Declined Significantly	No Color	77.9%	Higher
Filipino				95.5%		1	*	*	*	*	94.7%	*						95.2%	
Foster Youth				64.1%		1	*	*	*	*	63.2%	*						65.7%	
Latino	124	91.1%	High	85.3%	Higher	113	92.9%	1.8	Increased	Green	84.2%	Higher	106	88.7%	-4.2	Declined	Orange	85.3%	Higher
Homeless Youth	2	*	*	74.4%	*	3	*	*	*	*	73.7%	*	5	*	*	*	*	75.7%	*
Long-Term English Learner													17	82.4%	-3.4	Declined	No Color	80.8%	Higher
Socioeconomically Disadvantaged	124	91.1%	High	85.1%	Higher	112	92.9%	1.7	Increased	Green	83.7%	Higher	106	88.7%	-4.2	Declined	Orange	84.4%	Higher
Students with Disabilities	29	79.3%	Low	75.2%	Higher	25	80.0%	0.7	Maintained	No Color	72.7%	Higher	24	83.3%	3.3	Increased	No Color	74.4%	Higher
White	1	*	*	90.8%	*	1	*	*	*	*	89.8%	*						89.2%	

Data Sources: California School Dashboard Research data files.

Alliance Morgan McKinzie High

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The 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/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	470	529,902	5,837,690	450	516,685	5,806,221
F/R Meal	95.7%	80.6%	61.6%	95.8%	81.9%	62.7%
GATE	10.6%	11.6%	N/A	9.6%	13.0%	N/A
English Learner	16.4%	20.1%	18.4%	16.7%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.9%	2.1%	3.6%	1.1%	2.7%	4.0%
Socioeconomically Disadvantaged	96.2%	81.3%	62.7%	95.8%	82.4%	63.6%
Students w/ Disabilities	18.7%	14.8%	13.7%	17.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
Black or African American	0.0%	7.3%	4.9%	0.2%	7.1%	4.9%
American Indian or Alaska Native	0.2%	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	99.1%	73.8%	56.1%	98.7%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.4%	9.8%	20.3%	0.4%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.2%	1.8%	1.1%	0.7%	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 Morgan McKinzie High

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

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/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	40	12.7%	17,921	7.3%	226,508	11.1%	47	14.0%	15,302	6.5%	211,186	10.6%	41	12.9%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	0	0.0%	22,266	9.1%	211,838	10.4%	1	0.3%	20,169	8.5%	192,824	9.6%	4	1.3%	15,041	6.8%	163,190	8.5%
EL 0-3 Years	4	1.3%	60,457	24.7%	505,486	24.8%	5	1.5%	60,574	25.7%	519,651	26.0%	7	2.2%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	21	6.7%	18,850	7.7%	236,319	11.6%	24	7.2%	14,725	6.2%	207,768	10.4%	24	7.5%	13,775	6.2%	178,306	9.3%
EL Total	65	20.6%	114,523	46.8%	1,112,502	54.5%	77	23.0%	106,318	45.0%	1,074,793	53.8%	75	23.5%	95,959	43.3%	1,009,030	52.6%
RFEP	250	79.4%	130,377	53.2%	927,694	45.5%	258	77.0%	129,789	55.0%	924,422	46.2%	244	76.5%	125,465	56.7%	909,298	47.4%
Total Ever EL	315	100.0%	244,900	100.0%	2,040,196	100.0%	335	100.0%	236,107	100.0%	1,999,215	100.0%	319	100.0%	221,424	100.0%	1,918,328	100.0%

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

Alliance Morgan McKinzie High

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Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by 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	470	0.0%	529,902	100.0%	450	0.0%	516,685	100.0%	100.0%	450	0.0%	100.0%
Total SWD Enrollment	88	100.0%	78,319	18.7%	78	100.0%	80,505	17.3%	100.0%	80,505	100.0%	15.6%
High Incidence	67	76.1%	52,153	14.3%	64	82.1%	52,412	14.2%	82.1%	52,412	65.1%	10.1%
Low Incidence	21	23.9%	26,162	4.5%	14	17.9%	28,084	3.1%	17.9%	28,084	34.9%	5.4%
Autism	12	13.6%	18,713	2.6%	11	14.1%	20,802	2.4%	14.1%	20,802	25.8%	4.0%
Deaf-Blindness	0	0.0%	4	0.0%	0	0.0%	7	0.0%	0.0%	7	0.0%	0.0%
Deafness	0	0.0%	188	0.0%	0	0.0%	178	0.0%	0.0%	178	0.2%	0.0%
Emotional Disturbance	4	4.5%	1,148	0.9%	1	1.3%	1,082	0.2%	1.3%	1,082	1.3%	0.2%
Established Medical Disability	0	0.0%	0	0.0%	0	0.0%	1	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	5	5.7%	971	1.1%	2	2.6%	931	0.4%	2.6%	931	1.2%	0.2%
Intellectual Disability	0	0.0%	3,393	0.0%	0	0.0%	3,381	0.0%	0.0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0.0%	965	0.0%	0	0.0%	1,035	0.0%	0.0%	1,035	1.3%	0.2%
Other Health Impairment	9	10.2%	10,930	1.9%	11	14.1%	11,596	2.4%	14.1%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0.0%	533	0.0%	0	0.0%	434	0.0%	0.0%	434	0.5%	0.1%
Specific Learning Disability	56	63.6%	29,615	11.9%	51	65.4%	29,368	11.3%	65.4%	29,368	36.5%	5.7%
Speech or Language Impairment	2	2.3%	11,608	0.4%	2	2.6%	11,448	0.4%	2.6%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0.0%	66	0.0%	0	0.0%	66	0.0%	0.0%	66	0.1%	0.0%
Visual Impairment	0	0.0%	185	0.0%	0	0.0%	175	0.0%	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)
ALLIANCE MORGAN MCKINZIE HIGH
BOARD OF EDUCATION REPORT 082-25/26

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 525 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Alliance Morgan McKinzie High 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:

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

APPROVED BY:

KEITH W. ABRAHAMS, III
Executive Director
Student Integration Services