BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

REGULAR MEETING ORDER OF BUSINESS
333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd, Pacoima, CA 91331
10:00 a.m., Tuesday, October 14, 2025

Roll Call

Pledge of Allegiance

Land Acknowledgment

Board President's Reports

Labor Partners
Committee Chair Reports

- Charter School Committee
- Greening Schools and Climate Resilience Committee
- Special Education Committee
- Children and Families in Early Education Committee
- Committee of the Whole
- School Safety and Climate Committee

Superintendent's Reports

Consent Items

Items for action are assigned by the Board at the meeting to be adopted by a single vote. Any item may be pulled off of the consent calendar for further discussion by any Board Member at any time before action is taken.

General Public Comment (Approximately 3:30 P.M.)

Providing Public Comment
The Board of Education encourages public comment on the items for action on this Regular Board Meeting agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: https://boardmeeting.lausd.net/speakers, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. Each action item will allow for ten (10) speakers, except those items for which a Public Hearing will be held will allow for 15 speakers, and 20 speakers may sign up for general Public Comment.

Each speaker will be allowed a single opportunity to provide comments to the Board, with the exception of public hearings, and shall be given two minutes for their remarks. **Speakers signed up to speak on an agenda item must constrain their remarks specifically to the item or items on the agenda or may be ruled out of order.**

Public comment can be made in-person or by telephone, and members of the public must sign up on-line for either method, as described above. Members of the public can only make remote public comment by calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **879 7060 8197**.

Speakers addressing items not on the agenda will be heard at approximately 3:30 p.m. Speakers commenting on items on the consent calendar will be heard prior to the Board's consideration of the items, and speakers on items not on the consent calendar will be heard when the item is before the Board.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at 213-443-4472, or fax 213-241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers who have registered to provide public comments over the phone need to follow these instructions:

1. Call 1-888-475-4499 (Toll Free) and enter Meeting ID: **879 7060 8197** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and or unmuted, please press *6 (Star 6) to be brought into the meeting.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (https://www.lausd.org/oig), by telephone at 213-241-7778 or 866-528-7364, or by emailing inspector.general@lausd.net. Reports are confidential and you can remain anonymous if you wish.

Attending the Meeting

Please note there are three ways members of the public may watch or listen this Regular Board Meeting: (1) online (Live stream or join the zoom webinar) (2) by telephone by calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **879 7060 8197**, or (3) in person.

New Business for Action

1. Board of Education Report No. 114-25/26
   Division of Instruction
   (High School Physical Education Exemption) Recommends approval to authorize District high schools to grant physical education exemptions, upon parent request, for students who are 16 years of age or older and have successfully completed two years of physical education in grades 9 and 10.

2. Board of Education Report No. 113-25/26
   Office of Transitional Programs
   Early Childhood Education Division
   (Delegation of Authority - Authorization for the Early Childhood Education Division to Submit Continued Funding Applications to the California Department of Education and California Department of Social Services) Recommends approval to designate representatives to submit continued funding applications and related documents.

3. Board of Education Report No. 117-25/26
   Division of School Operations
   (Approval of the renaming of Daniel Pearl Senior High Journalism & Communications Magnet) Recommends approval of renaming to Daniel Pearl Film and Media Arts Magnet.

4. Board of Education Report No. 068-25/26
   Procurement Services Division
   (Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment "A" including the approval of award of Professional Service Contracts not exceeding $250,000: New Contracts; Contract Amendment; Purchase Orders; Goods and General Services Contracts: District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; Book/Instructional Material Purchase Orders; and approval of Professional Service Contracts (exceeding $250,000): New Contracts; and Goods and General Services Contracts (exceeding $250,000): New Contracts as listed in Attachment "B."

5. Board of Education Report No. 056-25/26
   Procurement Services Division – Facilities Contracts
   (Approval of Facilities Contracts Actions) Recommends the ratification of Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment "A" including: award of advertised construction contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services / amendments for architectural and engineering contracts and approved proposed contracts in Attachment B including professional services contracts; architectural and engineering contracts; comprehensive modernization project at Hamilton High School; design build contracts; and materials testing and special inspection services contracts.

6. Board of Education Report No. 069-25/26
   Finance Division
   (Report of Cash Disbursements, Request to Reissue Expired Warrants, and Report of Corporate Credit Card Charges) Recommends the ratification of cash disbursements amounting to $981,719,975.08 made by the District from August 1, 2025, to August 31, 2025.

7. Board of Education Report No. 070-25/26
Finance Division
(Donations of Money to the District) Recommends approval of the donation of money to the District totaling $653,110.72.

8. Board of Education Report No. 075-25/26
Human Resources Division
(Approval of Routine Personnel Actions) Recommends approval of 9,024 routine personnel actions including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts.

9. Board of Education Report No. 076-25/26
Human Resources Division
(Provisional Internship Permit) Recommends approval of 17 teachers to be employed under the Provisional Internship Permit.

10. Board of Education Report No. 078-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Alliance College-Ready Middle Academy 8) Recommends approval of the renewal petition for Alliance College-Ready Middle Academy 8, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

11. Board of Education Report No. 079-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Alliance College-Ready Middle Academy 12) Recommends approval of the renewal petition for Alliance College-Ready Middle Academy 12, with benchmarks, located in Board District 7 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

12. Board of Education Report No. 080-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Alliance Kory Hunter Middle) Recommends approval of the renewal petition for Alliance Kory Hunter Middle, with benchmarks, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

13. Board of Education Report No. 081-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Alliance Leichtman-Levine Family Foundation Environmental Science High) Recommends approval of the renewal petition for Alliance Leichtman-Levine Family Foundation Environmental Science High, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 550 students in grades 9-12 in each year of the charter term.

14. Board of Education Report No. 082-25/26 **PUBLIC HEARING**
Charter Schools Division
(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.

15. Board of Education Report No. 083-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Alliance Piera Barbaglia Shaheen Health Services Academy) Recommends approval of the renewal petition for Alliance Piera Barbaglia Shaheen Health Services Academy, with a benchmark, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 550 students in grades 9-12 in each year of the charter term.

16. Board of Education Report No. 084-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Alliance Virgil Roberts Leadership Academy) Recommends approval of the renewal petition for Alliance Virgil Roberts Leadership Academy, with a benchmark, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

17. Board of Education Report No. 085-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Ánimo Ellen Ochoa Charter Middle) Recommends approval of the renewal petition for Ánimo Ellen Ochoa Charter Middle, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 540 students in grades 6-8 in each year of the charter term.

18. Board of Education Report No. 086-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Central City Value) Recommends approval of the renewal petition for Central City Value, with a benchmark, 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 9-12 in each year of the charter term.

19. Board of Education Report No. 087-25/26 **PUBLIC HEARING**
Charter Schools Division
(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.

20. Board of Education Report No. 088-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for KIPP Academy of Opportunity) Recommends approval of the renewal petition for KIPP Academy of Opportunity, located in Board District 1 and Region South, for two (2) years, beginning July 1, 2026, until June 30, 2028, to serve up to 485 students in grades 5-8 in each year of the charter term.

21. Board of Education Report No. 089-25/26 **PUBLIC HEARING**
Charter Schools Division
(Denial of the Renewal Petition for Learning by Design Charter) Recommends denial of the renewal petition for Learning by Design Charter, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 300 students in grades TK-5 in each year of the charter term.

22. Board of Education Report No. 090-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Oscar de la Hoya Ánimo Charter High) Recommends approval of the renewal petition for Oscar de la Hoya Ánimo Charter 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 625 students in grades 9-12 in each year of the charter term.

23. Board of Education Report No. 091-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Para Los Niños Middle) Recommends approval of the renewal petition for Para Los Niños Middle, with a benchmark, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 405 students in grades 6-8 in each year of the charter term.

24. Board of Education Report No. 092-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Renaissance Arts Academy) Recommends approval of the renewal petition for Renaissance Arts Academy, located in Board District 5 and Region West, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 600 students in grades TK-12 in each year of the charter term.

25. Board of Education Report No. 093-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Synergy Kinetic Academy) Recommends approval of the renewal petition for Synergy Kinetic Academy, with benchmarks, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades 6-8 in each year of the charter term.

26. Board of Education Report No. 094-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Vaughn Next Century Learning Center) Recommends approval of the renewal petition for Vaughn Next Century Learning Center, with benchmarks, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 3,220 students in grades TK-12 in each year of the charter term.

27. Board of Education Report No. 095-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Vox Collegiate of Los Angeles) Recommends approval of the renewal petition for Vox Collegiate of Los Angeles, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 525 students in grades 6-10 in each year of the charter term.

28. Board of Education Report No. 096-25/26
Charter Schools Division
(Approval of the Proposed Material Revision for Vox Collegiate of Los Angeles) Recommends approval of the material revision for Vox Collegiate of Los Angeles to decrease grade levels and reduce enrollment capacity, currently located in Board District 1 and Region South.

Board Member Resolutions for Action

29. Mr. Schmerelson, Dr. Rivas, Ms. Newbill - Workplace Readiness Week in California High Schools (Res-006-25/26) (Noticed September 16, 2025) **VERSION 2**
11:00AM TIME CERTAIN

Whereas, In the State of California, residents aged 16-24 comprise 12% of California's working population with 72% of young workers identifying as people of color, 64% earning low wages, and half still attending school;

Whereas, The Fair Labor Standards Act of 1938 (FLSA) was signed into law, which ensured young workers' rights to safe environments and to pursuit educational opportunities, even as states around the nation have passed laws to weaken this regulation since 2022;

Whereas, According to the U.S. Labor Department Wage and Hour Division, minors employed in violation of child labor laws increased between 2015 and 2022 over threefold, from 1,012 to 3,876 cases;

Whereas, In 2020, the rate of work-related injuries treated in emergency departments for workers, ages 15-24, was 1.5 times greater than the rate for workers 25 years of age and older;

Whereas, Sexual harassment is highest in industries where young workers are concentrated: according to the Center for American Progress, in 2017, restaurants/food service, hospitality, and retail accounted for nearly 30% of all sexual harassment claims;

Whereas, In 2021, almost half (44.2%) of the 19,000 wage theft claims for unpaid wages filed in California were in the aforementioned industries where young people predominantly work;

Whereas, California has extensive existing regulations surrounding the type of employment allowed for minors, restrictions on hours worked, and requirements for employers of minors;

Whereas, Until recently, there was no regulation in place requiring minors to receive information regarding their rights as active participants in the workforce, specifically their rights as employed minors;

Whereas, This lack of knowledge has made California working youth vulnerable to exploitation, harassment, and harm in the workplace;

Whereas, Therefore, it is essential for young Californians entering the workforce to be thoroughly educated on their rights as workers and to give them the tools to prevent exploitation from their employers;

Whereas, Assembly Bill (AB) 800, authored by Assemblymember Liz Ortega and signed by Governor Gavin Newsom in 2023, enacts a Workplace Readiness Week in California high

schools to educate students on their rights as workers, and their explicit rights as employed minors;

Whereas, AB 800 requires that students be provided with information on workers' rights, including child labor laws, wage and hour protections, workers' compensation, and the right to organize, all as part of their regular education;

Whereas, The law also requires that this information be provided to students in writing before receiving a worker's permit; and

Whereas, The California Department of Education (CDE) in collaboration with UC Labor Centers and other participating organizations, has created materials to facilitate the implementation of AB 800 in California high schools, including a full curriculum and informational leaflets in English and five of the most commonly spoken languages in California; now, therefore, be it

Resolved, ~~That there be a designated AB 800 Coordinator, created by the Los Angeles Unified School District (the District), responsible for managing the implementation of AB 800 in District high schools;~~ That a designee or designees of the Division of Instruction manages the implementation and oversee AB 800 in LAUSD High Schools;

Resolved further, That college and career counselors will receive professional development on AB 800's requirements so they may plan accordingly when addressing workers' rights and protections to students;

Resolved further~~, That the Division of Instruction's Office of Career Technical Education (CTE) and Linked Learning should hold two yearly workforce readiness and rights trainings, one per semester, mandatory for CTE educators, Work Experience Educators, the Assistant Principals responsible for coordinating Work Permits, and 12th-grade Social Studies teachers;~~ That the Division of Instruction's Office of Career Technical Education (CTE) and Linked Learning will continue to provide workforce readiness and rights trainings for CTE educators, Work Experience Educators, the school site personnel responsible for coordinating Work Permits, CTE and Linked Learning staff, and 12th-grade Social Studies teachers;

Resolved further, That the District should include workers' rights and resources on Schoology Groups for Social Studies, CTE, and Work Experience educators, along with Learning Management Systems (LMS) groups dedicated to school site administrators;

Resolved further, That the Division of Instruction should include workers' rights and protections resources on their Secondary Social Studies website and send out emails to Secondary Social Studies educators about these resources; and, be it finally

Resolved, That the District should print out poster-sized versions of the UC Labor Center-created "Know Your Rights" document to be placed in all secondary school Counseling Offices.

30. Mr. Schmerelson - October 2025 as National Principals Month (Res-010-25/26) (Noticed September 16, 2025)

Whereas, The Los Angeles Unified School District acknowledges the dedication and tireless efforts of all school principals throughout all levels throughout the District;

Whereas, School principals are entrusted with one of the highest responsibilities to attend to school and community matters wherever they are situated, whether they be emergency, academic, social, among others;

Whereas, National Principals Month was founded by the National Association of Secondary School Principals (NASSP) and the American Federation of School Administrators (AFSA) and has been formally recognized by various educational organizations;

Whereas, In acknowledgment of October as National Principals Month, the Los Angeles Unified School District recognizes all principals who serve the students of the District, as well as the organizations that support students and schools, such as the Association of California School Administrators (ACSA) Region 16 and the Associated Administrators of Los Angeles (AALA);

Whereas, Principals are the catalysts for establishing positive school climate and maintaining relationships with students, parents, teachers, and school personnel, the community, and others to create academic excellence for children in a safe, healthy, and supportive school environment;

Whereas, Honoring the contribution of all school principals and assistant principals at all grade levels to the success of students in the District's elementary and secondary schools; and to encourage residents of California to observe "National Principal's Month" with appropriate ceremonies and activities that promote awareness of school leadership's role in that every child has access to a high-quality education; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims the month of October 2025 as National Principals Month, but every day of every month, we recognize, commend, and appreciate our principals for being the frontline leaders who are the heart, soul, and backbone of our District family; and, be it finally

Resolved, That Los Angeles Unified School District recognizes and thanks the Association of California School Administrators Region 16 and the Associated Administrators of Los Angeles/Teamsters Local 2010 as a fundamental labor partner, advocating for greater treatment for their members as well as helping establish strong leaders for our communities.

31. Ms. Gonez, Dr. Rivas - Support for The Election Rigging Response Act (Proposition 50) (Res-18-25/26) (Waiver of Board Rule 72)

Whereas, The Election Rigging Response Act, known as Proposition 50 (2025), proposes a legislative constitutional amendment to authorize legislatively drawn congressional district maps in California for elections in 2026, 2028, and 2030;

Whereas, If approved the measure would authorize temporary changes to congressional district maps in response to explicit partisan redistricting activities in Texas, a partisan power grab that threatens fair representation nationwide;

Whereas, Under Proposition 50, the state would use the new legislative congressional district maps starting in 2026 and the new maps would remain in place until the California Citizens Redistricting Commission adopts new maps following the 2030 U.S. Census;

Whereas, The measure includes a call for change in federal law proposing an amendment to

support fair, independent, and nonpartisan redistricting commissions nationwide;

Whereas, The Los Angeles Unified School District (District) is the largest public school district in California, and has a responsibility to support the future success of students. It serves a high percentage of students living in poverty, students and families from communities of color, immigrant communities, and historically underrepresented populations whose rights are under attack, who are losing access to healthcare and essential resources under this administration's actions, and whose voices will not be heard without fair political representation;

Whereas, Federal freezes and proposed FY 2026 budget cuts to Title I, Title II, Title III, and IDEA would strip $110.5 million from LAUSD and eliminate up to $5 billion nationally in K–12 formula grants, threatening classroom programs, staff positions, and vital services for English Learners, students with disabilities, immigrant families, and low-income communities;

Whereas, If the partisan power grab in Texas goes unchecked we will see more targeted attacks on our communities, including continued terror and trauma from ICE raids and abductions, and policies and funding cuts that decimate public education, student support services, and healthcare, undermining the safe and supportive environment needed for academic success which is central to LAUSD's mission; and

Whereas, Ensuring that all California voters, including those in the District, are fairly represented in Congress is essential for protecting the constitutional right to a public education, democratic rights, and ensuring that the needs of our students, staff, families, and communities are heard; now, therefore, be it,

Resolved, That the Governing Board of the Los Angeles Unified School District joins the broad coalition of labor unions, elected officials, and social justice organizations to express strong support for Proposition 50 on the ballot November 4, 2025, in the fight to protect our communities from partisan gerrymandering and ensure fair representation; and, be it finally

Resolved, That the Board encourages all eligible voting-age students and their families to make a plan to vote, and engage thoughtfully with ballot measures that shape the future of their schools, communities and democracy in our nation.

32. Ms. Ortiz Franklin, Ms. Newbill, Ms. Griego - With Survivors, Always: Domestic & Dating Violence Prevention, Awareness and Support (Res-022-25/26) (Waiver of Board Rule 72)

2:30PM TIME CERTAIN

Whereas, The Los Angeles Unified School District prioritizes the safety of all students, staff and families and is committed to violence prevention, harm reduction, whole-child wellbeing, employee wellness, systems change and restorative justice at school and in the community;

Whereas, October is annually recognized as National Domestic Violence Awareness Month; and although progress has been made toward ending generational cycles of violence and providing support to survivors and their families, 35% of women and 31% of men in California experience domestic violence and it remains a leading cause of homelessness for children and women;

Whereas, 1 in 3 adolescents in America are victims of teen dating violence, which involves sexual, physical, verbal, cyber or emotional abuse and only 33% of teens in an abusive relationship ever reported the abuse; 81% of parents believe teen dating violence is not an issue or report they do not know it is an issue; and teens who experience dating abuse are at risk for

long-term consequences including addiction, eating disorders, teen pregnancy, sexually transmitted infections, violent behavior and thoughts of suicide, including 50% of young people who experience rape, physical or sexual abuse attempting suicide;

Whereas, Adverse Childhood Experiences (ACES) such as exposure to domestic violence increase the risk for long-term consequences, including difficulty at school, substance abuse, behavioral problems in adolescence, and serious physical and mental health problems as adults;

Whereas, Domestic violence affects people of all genders, sexual orientations, ages, abilities and disabilities, and racial, ethnic, cultural, social, religious, and economic groups in the United States, it has a disproportionate impact on LGBTQIA+, immigrants, undocumented individuals, and Black, Native and Latine Americans;

Whereas, Domestic violence can be influenced by economic instability, gender and cultural norms, patriarchal culture and other environmental and societal elements including film, video games, social and mainstream media, and public figures; and domestic and dating violence are often an effect of intergenerational trauma within the systems of heteropatriarchy, capitalism, and colonialism that promote a culture of control, domination, fear, shame, and lack of accountability;

Whereas, Building the capacity of communities and schools to intervene, interrupt, and transform systems and culture through educational programs, healing, and practicing transformative justice are key to addressing domestic and dating violence;

Whereas, Since 1990, the Clothesline Project has used decorated shirts hung on a clothesline as a powerful visual display to raise awareness about the often-silenced experiences of violence against women, providing survivors, families, and supporters a meaningful and healing way to share their stories; and with over 500 projects in 41 states and 5 countries, it continues to educate, empower, and foster compassionate, supportive communities worldwide;

Whereas, In September 2020, the State of California was one of the first in the nation to recognize “coercive control” as a form of domestic violence; that is, even if violence is not visible, if it is a “pattern of behavior that unreasonably interferes with a person’s free will and personal liberty” it is recognized as unlawful and validating for many victims/survivors;

Whereas, Recent California State legislation includes AB 2053 requiring comprehensive sexual health education to include resources related to adolescent relationship abuse and intimate partner violence and AB1071 requiring the publication of information on dating violence prevention on the California Department of Education’s website;

Whereas, Domestic and dating violence is underreported for fears of retaliation, financial dependence, immigration status, loss of trust in people and systems, in addition to deeply personal and complex concerns, and all victims/survivors and communities deserve access to culturally responsive prevention programs and services to increase community safety and individual wellbeing;

Whereas, Recognizing the expertise across Los Angeles, the District has partnered with various organizations and educators to teach healthy relationships and violence prevention in schools as a part of the California Health Standards, especially in grades 7 and 9; and

Whereas, To truly support the District's Strategic Plan pillars of Academic Excellence, Joy and Wellness, Engagement and Collaboration, and Investing in Staff, the District must promote more awareness, education, and support to prevent and eventually end all forms of violence, including domestic, dating and intimate partner violence; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes October 2025, and each following October, as Domestic Violence Awareness Month and supports survivors, victims, and witnesses of domestic, dating and intimate partner violence, defined as a pattern of abusive behavior in a relationship that is used by one partner to gain or maintain power and control over another intimate partner, including physical, sexual, emotional, economic, psychological, technological or digital actions or threats of actions or other patterns of coercive behavior that influence another person, such as behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone;

Resolved further, That the Board recognizes the key role of educators, school staff, families, mental health professionals, government and community partners in building the capacities of our school community to prevent, address, and reduce the negative effects of the harms of domestic and dating violence, including cultivating the protective factors of safer and more stable conditions, social connections, resilience and growth mindset, nurturing parent-child interactions, and social and emotional abilities;

Resolved further, That the Superintendent will deepen education and supports for students, staff, parents and families on healthy relationships and teen dating violence prevention through the following steps:

- Embed the topic of domestic and dating violence in at least one relevant Every School Safe (or similar) module, which is a series of monthly trainings for staff, workshops for families and assemblies for students on the awareness and prevention of safety concerns such as suicide, substance use, child abuse, and cyber security;
- Deepen and improve upon direct instruction on healthy relationships informed through student input;
- Consider additional professional development opportunities for school staff, including and not limited to psychiatric social workers, counselors, nurses and psychologists;
- Create at least one session for the Family Academy to help parents and families recognize the signs of domestic and teen dating violence and know where to access support, including financial, legal, employment, housing, and physical and mental health;
- Promote resources, including opportunities for safe anonymous reporting, such as those of the National Domestic Violence Hotline at 800-799-7233 or texting "start" to 88788 and loveisrespect.org, where youth ages 13 - 26 can text "loveis" to 22522 or call 866-331-9474 for support, the Domestic Violence Awareness Project at dvawareness.org; and the LA County Office of Violence Prevention's Domestic Violence Toolkit, available February 2026;
- Assess and build upon student-led efforts like school clubs, events, peer support and social media campaigns;
- Consider and act upon strategies to ensure confidentiality, sensitivity and protections for parents and families experiencing, escaping and/or healing from domestic violence; and
- Spread awareness of the Domestic Violence Awareness 2025 theme "With Survivors, Always | Con Sobrevivientes. Siempre," and the social media campaigns #WithSurvivors #DVAM2025 and #PurpleThursday, a National Day of Action to raise awareness by wearing purple on Thursday, October 23, 2025 and every year on the Thursday of the

third full week in October to start conversations and end the silence around domestic violence;

Resolved further, That the Superintendent will strengthen supports for employees, including: continued training for supervisors and employees on entitled leave for victims and survivors, confidentiality, potential accommodations or temporary flexible work schedules; and offering referrals for mental health, housing, legal and financial support, including resources such as the California Victim Compensation Board;

Resolved further, That the Superintendent will cultivate intentional partnerships with experts specializing in culturally responsive domestic and dating violence through steps that may include:

- Creating a central list of current no cost Memorandums of Understanding (MOUs) detailing services, schools receiving services, and capacity to serve other schools if interested;
- Promoting widespread awareness of steps to partner with the District through the MOU process by updating guidance documents and hosting informational sessions like that of a partner forum; and
- Reviewing and updating pertinent bulletins, guidance and other resource documents related to no-cost health, non-health and mental health service MOUs;

Resolved further, That the Board directs the Office of Government Relations to consider domestic and dating violence, as well as opportunities to improve the victim, survivor and youth witness experience with government institutions, including city, county, judicial and publicly-funded nonprofit services, as a safety topic of importance for the 2026-27 Advocacy Guiding Principles and Priorities and subsequent years as is needed; and be it finally

Resolved, That the Superintendent will provide a written update to the Board on such efforts, including potential budget impacts, by February 2026, which is observed nationally and will be observed each February in LA Unified as Teen Dating Violence Awareness Month.

Board Member Resolutions for Initial Announcement

33. Ms. Gonez - Resilient Schools: Extreme Heat Mitigation & Disaster Preparedness at LAUSD (Res-017-25/26) (For Action November 18, 2025)

Whereas, The increasing frequency and severity of extreme heat events, wildfires, and other climate driven disasters demand immediate action, and local agencies like the Los Angeles Unified School District cannot afford to wait for state or federal intervention alone, but must act with urgency to safeguard the health, safety, and learning conditions of students and staff;

Whereas, The impacts of the climate crisis fall disproportionately on low-income communities and communities of color, whose neighborhoods often lack access to cooling systems, tree canopy, shade, and resilient infrastructure, making it imperative that the District lead with equity by prioritizing policies and investments that protect those most vulnerable;

Whereas, The District has invested in making our campuses greener and more resilient, but many campuses still have outdated cooling infrastructure and lack shade and climate resilient designs, which can lead to disrupted instruction and negative impacts on student learning;

Whereas, Beyond the significant detriments to health and wellbeing, there are serious concerns around the impacts of heat exposure to children's learning. A recent systemic review published in July 2025 in POS Climate found that extended exposure to heat impairs students' cognitive abilities, negatively affecting their academic performance;

Whereas, Artificial turf adds to the impacts of extreme heat, since it absorbs and retains far more solar radiation than natural grass creating surface temperatures reaching in excess of 160 degrees, exacerbating the urban heat island effect, with growing body of research and health and environmental experts expressing concerns over the potential for harm including burns, chemical exposure, and other injuries (L.A. Times, September, 2025);

Whereas, The growing impacts of extreme heat demand a comprehensive approach to protect the health and safety of students and staff, requiring the District to evaluate and address multiple vulnerabilities at once including the environmental and health risks posed by artificial turf, the strain of aging HVAC systems during heat waves, and the uneven access to critical protections such as shade structures and hydration stations, so that all campuses are adequately prepared to mitigate the dangers of rising temperatures;

Whereas, Shade, through trees, canopies, and other natural or built features, is one of the most effective and immediate protections and the District's facilities division has committed to a goal of at least 20% shade coverage when undertaking campus greening projects, it is critical to assess current progress toward the benchmark and adopt a clear actionable strategy to meet it; and

Whereas, Funds from voter-approved bond measures including LAUSD's local facilities bond Measure US, and state bond measures Proposition 2 and Proposition 4 create an opportunity to further prioritize District capital investments to increase the build out of renewable energy technologies, such as solar photovoltaic panels and battery energy storage systems on District property to sustainably power upgraded HVAC systems, ensuring long-term cost savings and climate resilience for campuses; now, therefore, be it

Resolved, That the Los Angeles Unified School District shall update its disaster preparedness plan to explicitly address escalating threats posed by extreme heat and related climate emergencies including wildfires. This process shall be carried out in coordination with all relevant District divisions, labor partners, school site staff, families, students, and community stakeholders, to ensure the plan reflects on the ground needs, and report back to the Governing Board of the Los Angeles Unified School District in 90 days;

Resolved further, That the plan will include protocols for protecting student and staff safety, operational procedures including clear metrics for shifting school schedules and considering closures, guidance on continuity of instruction, communication (e.g. notification systems for staff and families), protocols for dissemination of information such as the readiness of air filtration systems, and any other necessary information that can be shared in coordination with City and County emergency response agencies, and necessary training for staff on the updated protocols;

Resolved further, Considering the need to ensure our campus infrastructure can address extreme heat events, the District shall:

- Accelerate HVAC modernization projects, prioritizing campuses using equity-based criteria (such as SENI ranking and communities most impacted by extreme heat and environmental injustices), with the goal to replace or modernize no fewer than 5000 HVAC units per year, with annual progress reports to the Board;
- Prioritize, to the extent feasible, climate-friendly technologies as part of the accelerated HVAC modernization projects including heat pumps;
- Provide an update on progress on the District's strategy for the deployment of additional heat mitigation measures such as expanded tree canopy, shade structures, hydration stations, and misting systems to ensure students and staff have access to cooling space and protection from heat, including how the deployment strategy prioritizes communities most impacted by extreme heat;
- Prepare and present an interim mitigation plan, because many schools with aging HVAC systems cannot immediately receive full modernization or shade installations leaving students and staff vulnerable during peak heat events;
- Prioritize funding from Measure US, Proposition 2, and Proposition 4 to address the heat mitigation goals and the clean energy goals as outlined in the Board resolution Transitioning LAUSD to 100% Clean, Renewable Energy (Res 018-19/20) to enhance air quality and protect the health of students, staff, and families;

Resolved further, That the District's Office of Governmental Relations will advocate with State leaders for the creation of a maximum indoor temperature standard for public schools in California, including for classrooms and spaces where students, staff, and families regularly use such as cafeterias, auditoriums, and parent centers, and for the allocation of relevant State bond funding to ensure that all public schools can meet this standard, with a prioritization on schools in communities most impacted by extreme heat;

Resolved further, That in recognition of the significant environmental and climate consequences of artificial turf, including the release of microplastics, into soil and waterways, and its absorption and radiation of heat that exacerbates the urban heat island effect, the District shall update its policy to:

- Prohibit installation of artificial turf at early education centers, primary centers, elementary schools, and middle schools,
- Prioritize the replacement of existing artificial turf at early education centers (EECs) and Elementary schools, in particular, as they reach their end-of-life with grass, plants, or natural materials;
- Identify funding to conduct a study that includes:
    - A cost-benefit analysis taking into account the public health impacts, injury liability to the District, environmental impacts such as water contamination, the impacts of climate hazards such as extreme heat and rain storms, the costs of remediation, waste management and costs to our waste stream of artificial turf versus natural grass playing fields;
    - Data collected from monitoring exposure to artificial turf in high-heat conditions (e.g. scheduling early morning/evening activity, heat advisories, cooling interventions);
    - Stakeholder input gathered from labor partners, school staff, students, families, and community members;

Resolved further, That the study shall inform staff recommendations for a policy update pertaining to synthetic turf as part of high school competitive athletic facilities to be presented to

the Board within 120 days; and, be it finally

Resolved, That regular updates on extreme heat mitigation and the District's response shall be included in the annual report of the Office of Eco-Sustainability.

34. Mr. Melvoin - Building Stronger Communities: Leveraging School Facilities for Engagement and Financial Stewardship (Res-021-25/26) (For Action November 18, 2025)

Whereas, The Los Angeles Unified School District (District) is committed to improving and maintaining state-of-the-art facilities–including 1,200 schools and 21,000 buildings–that maximize student learning, provide enrichment opportunities, and serve the public and community;

Whereas, The District strives to manage public funds and District-owned properties with transparency, efficiency, and accountability;

Whereas, Any use of school facilities or access to District owned property must be documented and authorized by an agreement such as a civic center permit, filming permit, or license agreement. The Real Estate and Business Development department within the District's Facilities Service Division is responsible for processing and preparing these agreements. These agreements allow users to access the District's public facilities, and generate approximately $15 million in annual revenue for the District;

Whereas, The Civic Center Act detailed in California Education Code §§ 38130–38139 requires school districts to make their facilities available for community use when not needed for school purposes. Local organizations and members of the public may utilize District facilities for recreation and sports, public meetings and forums, arts, music, and cultural events, childcare, and more;

Whereas, Each school district adopts its own board policy and administrative regulations implementing the Civic Center Act including application processes, priority use schedules, fee structure, insurance and liability coverage, and permitted activities;

Whereas, Partners and members of the community currently utilize District owned property–including schools, athletic fields, and gyms–for a variety of purposes including community meetings, athletic and enrichment activities, camps, carnivals, filming and more;

Whereas, Given the broad scope of duty to manage 21,000 buildings and its charge to address Proposition 39 charter school facilities agreements, the District's Real Estate and Leasing Department is overextended beyond its capacity to thoroughly assess District assets and provide appropriate customer service to members of the community who may be interested in utilizing district facilities;

Whereas, The District should consider realigning the Real Estate and Leasing Department around four key functional areas: including 1) licensing/access, 2) asset management, 3) revenue generation, and 4) compliance;

Whereas, The District's current system to receive and process agreements is inefficient and is not designed to handle the complexity, volume, or opportunity presented by the number and types of District facilities available for third-party use;

Whereas, Currently, District facilities are underutilized for community use beyond the school day, which represents untapped opportunity for community benefit and revenue generation for the District;

Whereas, Unlike in other systems, members of the public cannot currently access a centralized portal to view or request facility use, and internal systems lack automation, performance monitoring, and transparency;

Whereas, A centralized digital platform with online applications, automated alerts, and public-facing access is necessary to streamline operations, improve customer experience, and reduce compliance risk; and

Resolved, That in order to improve the community and partner use of Los Angeles Unified School District (District) facilities and to maximize revenue to the District, the Governing Board of the Los Angeles Unified School (Board) directs the District to:

- Determine funding and issue a Request for Proposal (RFP) for an updated, centralized, online real estate and facilities management platform to support intake, workflow tracking, agreement management, and performance monitoring. The system should be user-friendly and include:
  - Automated deadline alerts and internal notifications for District staff
  - Public-facing tools for site browsing, pricing, online applications, and online payments (i.e., ACH, credit card);
- Coordinate with and support school administrators to align site availability, community access, and scheduling, and develop a plan to centralize a facility use calendar and communication plan to support higher utilization and equitable access;
- Review and revise the District's policy regarding facility access and fees to reflect current operational realities and equity considerations including, but not limited to partners' nonprofit vs for profit status and/or facility demand and availability;
- Evaluate options and develop a plan to update and simply the public facing website to make facility options and pricing structures more transparent and responsive to community needs; and, be it finally

Resolved, That the District report back to the Board within 120 days with a plan to achieve the actions outlined above, including timelines, cost estimates, and staffing needs to support implementation by the 2026-2027 school year.

Resolutions Requested by the Superintendent

35. Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Tamar Poladian-Perron) (Sup Res-002-25/26)

Resolved, That the Governing Board of the Los Angeles Unified School District appoints Ms. Tamar Poladian-Perron, as the nominee of the Thirty-First District PTSA, as a member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately; and the District's Ethics Office received Ms. Poladian-Perron's conflict of interest statement certifying, among other things, that Ms. Poladian-Perron is not an employee, official, vendor, contractor, or consultant of the District.

36. Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Brendan Sullivan) (Sup Res-003-25/26)

Resolved, That the Governing Board of the Los Angeles Unified School District appoints Mr. Brendan Sullivan, as the nominee of the Tenth District PTSA, as an alternate member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately; and the District's Ethics Office received Mr. Sullivan's conflict of interest statement certifying, among other things, that Mr. Sullivan is not an employee, official, vendor, contractor, or consultant of the District.

Correspondence and Petitions

37. Report of Correspondence (ROC-003-25/26)

Minutes for Board Approval (Min-001-25/26)

38. December 3, 2024, Special Board Meeting, Including Closed Session Items, 12:00 p.m.
June 17, 2025, Regular Board Meeting, 11:00 a.m.
August 5, 2025, Regular Board Meeting, Including Closed Session Items, 10:00 a.m.
September 16, 2025, Special Board Meeting, Including Closed Session Items, 9:00 a.m.

Public Hearings

39. Charter Petitions for Public Hearing (003-25/26)

CATCH Prep Charter High, Inc. (Board District 1, Region South, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 124) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 4120 11th Ave., Los Angeles, CA 90008 (Proposition 39 site).

City Language Immersion Charter (Board District 1, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 432 students (current enrollment 337) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 4001 Venice Blvd., Los Angeles, CA 90019.

ICEF Innovation Los Angeles Charter (Board District 1, Region South, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 370 students (current enrollment 233) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 5029 S. Vermont Ave., Los Angeles, CA 90037.

New Los Angeles Charter (Board District 1, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360 students (current enrollment 316) in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 1919 S. Burnside Ave., Los Angeles, CA 90016.

Stella Middle Charter Academy (Board District 1, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 560 students (current enrollment 473) in grades 5-8 beginning its next term in the 2026-2027 school year, with a proposed location of 4301 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90008.

STEM Preparatory Elementary (Board District 1, Region South, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 370 students (current enrollment 301) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 1374 W. 35th St., Los Angeles, CA 90007.

Camino Nuevo High # 2 (Board District 2, Region East, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students (current enrollment 508) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 3500 W. Temple St. Los Angeles, CA 90004.

Extera Public School No. 2 (Board District 2, Region East, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 245 students (current enrollment 120) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 4112 E. Olympic Blvd., Los Angeles, CA 90023 (Proposition 39 site).

Rise Kohyang Elementary (Board District 2, Region East, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 569 students (current enrollment 285) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 600 S. La Fayette Park Place, Los Angeles, CA 90057.

Matrix for Success Academy (Board District 2 & 5, Region East, Performance Category N/A[1] DASS charter school) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students (current enrollment 246) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 1010 E. 34th St. Los Angeles, CA 90011 and 700 Wilshire Blvd., Suite 400, Los Angeles, CA 90017.

High Tech LA (Board District 3, Region North, Middle Performance) Consideration of the level of support for a renewal conversion independent charter petition requesting to serve up to 415 students (current enrollment 365) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 17111 Victory Blvd., Lake Balboa, CA 91406.

High Tech LA Middle (Board District 3, Region North, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students (current enrollment 252) in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 5041 Sunnyslope Ave., Sherman Oaks, CA 91423 (Proposition 39 site).

Valley International Preparatory (Board District 3, Region Noth, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 400 students (current enrollment 258) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 18827 Roscoe Blvd., Northridge, CA 91324.

ICEF Vista Elementary Academy (Board District 4, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 370 students (current enrollment 272) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 4471 Inglewood Blvd., Los Angeles, CA 90066.

Ingenium Charter Middle (Board District 4, Region North, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 270 students (current enrollment 180) in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 7330 Winnetka Ave., Winnetka, CA 91306 (Proposition 39 site).

Magnolia Science Academy 4 (Board District 4, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360 students (current enrollment 133) in grades 6-12 beginning its next term in the 2026-2027 school year, with a proposed location of 11330 W. Graham Pl., Rm. B9, Los Angeles, CA 90064 (Proposition 39 site).

Citizens of the World Charter School Mar Vista (Board District 4, Region West, High Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 1,070 students (current enrollment 503) in grades TK-8 beginning its next term in the 2026-2027 school year, with a proposed location of 11561 Gateway Blvd., Los Angeles, CA 90064 and 11518 West Pico Blvd., Los Angeles , CA 90064.

ICEF Vista Middle Academy (Board District 4, Region West, High Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 375 students (current enrollment 193) in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 5456 McConnell Ave., Los Angeles, CA 90066.

Equitas Academy 5 (Board District 5, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students (current enrollment 181) in grades TK-4 beginning its next term in the 2026-2027 school year, with a proposed location of 1612 W. Pico Blvd., Los Angeles, CA 90015.

PREPA TEC-Los Angeles (Board District 5, Region East, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 388 students (current enrollment 327) in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 8001 Santa Fe Ave., Walnut Park, CA 90255.

Wallis Annenberg High (Board District 5, Region East, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 600 students (current enrollment 486) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 4000 S. Main St., Los Angeles, CA 90037.

Accelerated Charter Elementary (Board District 5, Region East, High Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 528 students (current enrollment 526) in grades TK-6 beginning its next term in the 2026-2027 school year, with a proposed location of 3914 S. Main St., Los Angeles, CA 90037.

Pacoima Charter Elementary (Board District 6, Region North, Middle Performance) Consideration of the level of support for a renewal conversion independent charter petition requesting to serve up to 1,300 students (current enrollment 831) in grades TK-6 beginning its next term in the 2026-2027 school year, with a proposed location of 11016 Norris Ave., Pacoima, CA 91331.

Valor Academy High (Board District 6, Region North, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 480 students (current enrollment 495) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 9356 Lemona Ave., North Hills, CA 91343.

[1] Per the CDE, "Dashboard Alternative Schools Status (DASS) charter schools... have their own renewal criteria and are not eligible to be placed in a performance category."

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit http://ethics.lausd.net/ to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
https://boe.lausd.org/apps/events/2025/10/14/29464435/?REC_ID=29464435&id=0

Items circulated after the initial distribution of materials are available for inspection at the Security Desk.

TAB 1

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-114-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Division of Instruction

High School Physical Education Exemption
Division of Instruction

Brief Description:
(High School Physical Education Exemptions) Recommends approval to authorize District high schools to grant physical education exemptions, upon parent request, for students who are 16 years of age or older and have successfully completed two years of physical education in grades 9 and 10.

Action Proposed:
Approval to authorize Los Angeles Unified high schools to grant a one-time, permanent physical education exemption, upon parent request, to students who meet the criteria: at least 16 years of age and successful completion of two years (four semesters) of PE in grades 9 and 10.

Background:
California Education Code Sections 51222, 51241(c)(1), and 51242 require students in grades 7-12 to complete at least 400 minutes of physical education (PE) every 10 school days for four years. After successfully completing two years of physical education, parents of individual students in grade 10 or above may request a permanent exemption, subject to local school board approval of the process, if they are 16 years or older.

Previously, students could earn a two-year PE exemption after 9th grade by passing five of six FITNESSGRAM components. As of 2022-23, that exemption (Ed. Code § 51241(b)(1)) is no longer available because FITNESSGRAM requires a BMI/body composition measure that cannot be assessed; without it, the test can't be completed, so the exemption cannot be issued.

Education Code Section 51225.3 states that all pupils receiving a diploma of graduation from a California high school must have completed two years or four semesters in PE. Consistent with this provision, LAUSD includes this as part of its graduation requirements.

The California Department of Education's Federal Program Monitoring (FPM) reviews LEAs for compliance with statutory program and fiscal requirements. In May 2025, FPM found two high schools out of compliance because most 11th-12th graders were not enrolled in PE. To correct this, the District must either (1) enroll all students in PE for all four years, or (2) seek Board approval for a statutory, districtwide exemption allowing 11th-12th graders who have successfully completed two years (four semesters) of PE to opt out. Following the pandemic-era pause, reviews have resumed; LAUSD is reviewed annually. Schools must maintain bell schedules that meet Education Code instructional-minute and credentialing requirements. Adopting the exemption would free student schedules for additional college preparatory or dual-enrollment. Failure to act may result in CDE monetary sanctions for noncompliance.

Expected Outcomes:
Approving this action would expand students' access to college and career opportunities by providing scheduling flexibility to take advanced math and science, dual-enrollment courses, and a fourth year of world language coursework that is critical for competitive college admission and career readiness. This exemption would also allow students to enroll in additional CTE coursework to prepare for careers. This change does not prevent students from taking a third or fourth year of PE, such as competitive sports or conditioning; rather, it empowers students to make choices that align with their individual goals and interests.

Board Options and Consequences:
If the Board approves this action and authorizes the exemption, students aged 16 and older, after completing two years of PE, will have greater flexibility in selecting courses during their junior and senior years. Some may choose to continue taking PE during all four years of high school, while others may opt for A-G courses, such as dual enrollment, AP, IB, or other college preparatory electives, that align more closely with their academic and career goals. Approval would also require students who turn 16 mid-semester to remain enrolled in PE for the duration of that semester, meaning they would take either a semester-long course or complete one semester of a year-long course.

If the Board does not authorize the exemption, students will be required to take PE all four years of high school, which may reduce the number of A-G elective courses available to them by two year-long or four semester courses. However, completing PE throughout high school provides opportunities to support student health, develop physical abilities, and build skills such as confidence, leadership, and teamwork through a variety of activities.

Policy Implications:
The decision to authorize or not authorize an exemption will have no impact on the current PE graduation requirement. However, if the exemption is not approved, this may impact students' ability to meet benchmarks and remain on track in other subject areas, such as Financial Literacy and other new requirements. As a result, this challenge will require our Districtwide benchmarks to be revised to indicate that physical education is required in grades 11 and 12, thereby reducing the number of opportunities for students to take additional courses. This change would also adjust how on-track graduation requirements are calculated in MiSiS and by the Office of Data and Accountability, which would need to be communicated with school staff, parents, and the community.

Budget Impact:
While the overall number of teachers needed may not change, not authorizing the exemption would likely result in the continued displacement of elective or content-area teachers, depending on the courses schools currently offer, leading to fewer course options for students.

Student Impact:
If the exemption is not authorized, students' available A-G coursework could be reduced by up to two, four year -long courses. This reduction may limit opportunities for advanced coursework, credit recovery, dual enrollment, and completion of CTE pathways, while also decreasing access to electives such as Leadership and JROTC. These limitations could negatively affect college readiness and postsecondary prospects, particularly since selective universities evaluate applications based on the number of A-G courses completed, the number of advanced courses taken, and the strength of a student's 12th-grade academic schedule.

Equity Impact:

Component	Score	Score Rational
Recognition	4	Approval of the exemption would allow students to take additional A-G courses and/or recover previously failed courses during the school day, thereby increasing their competitiveness for college admissions, supporting progress toward high school graduation, and better preparing them for postsecondary success.
Resource Prioritization	4	Expanding PE course offerings will require more teachers with PE authorizations, which in turn will reduce the number of teachers available in other content areas. As a result, schools will need to prioritize their course needs to determine which courses or subject areas will need to be reduced.
Results	4	Increasing course opportunities for students aged sixteen and older provides greater flexibility to prepare for postsecondary pathways, while still allowing all students to continue enrolling in PE courses based on their individual interests.
Total	12	

Issues and Analysis:
The Division of Instruction will collaborate with MiSiS to build an enhancement that enables schools to identify students with an approved waiver.

An analysis of estimated teacher needs for the Classes of 2026 and 2027 shows that approximately 760 additional PE sections and 152 PE teachers may be required if all students aged 16 and older are required to take PE (exact number of teachers will vary depending on bell schedules and number of students per school).

Each additional PE section could displace a section in another content area. For the Class of 2027, approximately 20,315 of the 28,398 students are not currently enrolled in a PE course and may need to be dropped from one A-G course.

Attachments:
Attachment A - 11th Grade vs. 12th Grade student schedule impact.

Submitted:
09/18/2025

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

KARLA V. ESTRADA
Deputy Superintendent of Instruction

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

FRANCES BAEZ
Chief Academic Officer
Division of Instruction

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

ATTACHMENT A

Figure 1 and figure 2 show the current course schedules for an eleventh-grade student (Figure 1) and a twelfth-grade student (Figure 2). If an additional PE class were required, one of the courses listed on the right side of each figure would need to be dropped.

Figure 1: Current Eleventh Grade Student

Period	Course ID	Section	Course Number	Course Name	
1	-	2	654515	CTE INT PATIENT CARE A	← CTE
2	-	1	190119	CHORPROC SH A	← Art – F Requirement
3	-	3	370111	AP US HIST A	
4	-	5	310343	CC ALGEBRA 2A	
5	-	12	361001H	H PHYSIOLOGY A	← 3rd Year of Science
6	-	16	230111H	H AM LIT COMP	

If the exemption is not authorized, the current eleventh grade student above would not be able to take either a CTE concentrator, art elective, or third year of science.

Figure 2: Current Twelfth Grade Student

Period	Course ID	Section	Course Number	Course Name	
1	-	1	370907	AP MACRO ECONO	
2	-	4	361531H	H PHYSICS:THE UNIVERSE A	← 4th Year of Science
3	-	8	230208H	H ADV COMPOSITION 12	
4	F141	2	310701	AP CALCULUS A	← Advanced Math
5	F352	1	370403	INTRO PSYCH	← Elective chosen by student
6	-	1	256031	SPAN SP 1A	

TAB 2

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-113-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Transitional Programs

Delegation of Authority - Authorization for the Early Childhood Education Division to Submit Continued Funding Applications to the California Department of Education and California Department of Social Services
Office of Transitional Programs and
Early Childhood Education Division

Brief Description:
(Delegation of Authority - Authorization for the Early Childhood Education Division to Submit Continued Funding Applications to the California Department of Education and California Department of Social Services) Recommends approval to designate representatives to submit continued funding applications and related documents.

Action Proposed:
Adopt a Resolution (Attachment A) authorizing designated representatives to complete and submit all required Continued Funding Applications and related documents to the California Department of Education (CDE) and California Department of Social Services (CDSS) for LAUSD's early childhood education programs

Background:
LAUSD receives state funding from the California Department of Education (CDE) and California Department of Social Services (CDSS) to operate Early Education Centers and State Preschool Programs. The CDE and CDSS require school districts to submit continued funding applications (Attachment A and Attachment B) annually to maintain eligibility.

Expected Outcomes:
Upon approval, the Early Childhood Education Division will submit continued funding applications and related documentation on behalf of the District, ensuring uninterrupted funding and services for children and families.

Board Options and Consequences:
Approval of this delegation of authority will enable the authorized designated representatives to submit the required documentation to fund the operation of all Early Childhood Education programs in LAUSD for the 2026-27 school year.

If the delegation of authority is not approved, the District would need to fund the early education programs from the general fund or close the early education and infant programs throughout the District.

Policy Implications:
This delegation is required annually.

Budget Impact:
The funding supports LAUSD's early childhood education programs.

Student Impact:
Approval of this item directly benefits children and families by ensuring uninterrupted access to high-quality early childhood education programs.

Equity Impact:

Component	Score	Score Rational
Recognition	4	Early education programs recognize historical inequities because the families in the early education centers and state preschool programs are designed for low-income families with high needs.
Resource Prioritization	4	Early education programs effectively prioritizes resources based on family and student needs because state subsidized early education programs are designed to support low-income families with high needs.
Results	4	Early Education programs result in closing opportunity gaps because students receive an early start in building critical academic skills such as early literacy and early numeracy.
Total	12	

Issues and Analysis:
No Issues

Attachments:
Attachment A - California Department of Education Delegation Form
Attachment B - California Department of Social Services Form

Submitted:
10/01/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

KARLA V. ESTRADA
Deputy Superintendent of Instruction

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

PIA SADAQATMAL
Chief of Transitional Programs
Office of Transitional Programs

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

RANAE AMEZQUITA
Executive Director
Early Childhood Education Division

ATTACHMENT A

RESOLUTION AUTHORIZING CONTINUED FUNDING APPLICATION

This resolution is adopted to certify approval of the Governing Board to submit the Continued Funding Application (CFA) to the California Department of Education (CDE). If the CFA is approved by the CDE, the agency's current California State Preschool Program contract and Prekindergarten and Family Literacy Support contract, if applicable, will be automatically renewed for fiscal year (FY) 2026–27. This resolution further authorizes the designated representative(s) below to sign the CFA and all related FY 2026–27 contract documents.

RESOLUTION

BE IT RESOLVED that the Governing Board of Los Angeles Unified School District authorizes the person/s listed below to sign the FY 2026–27 CFA and all related contract documents for the Governing Board.

NAME/S OF AUTHORIZED REPRESENTATIVE/S	TITLE/S
PIA SADAQATMAL	CHIEF OF TRANSITIONAL PROGRAMS
RANAE AMEZQUITA	EXECUTIVE DIRECTOR, EARLY CHILDHOOD EDUCATION DIVISION

PASSED AND ADOPTED THIS DATE, October 14, 2025, by the Governing Board of the **Los Angeles Unified School District** of Los Angeles County, in the State of California.

I, Michael McLean, Executive Officer of the Governing Board, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

_____ _____

Michael McLean, Executive Officer of the Board Signature — Date

California Health & Human Services Agency | California Department of Social Services

BOARD RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2026 - 2027**.

RESOLUTION

BE IT RESOLVED that the Governing Board of **LOS ANGELES UNIFIED SCHOOL DISTRICT** authorizes entering into local agreement with the State of California and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

I declare under penalty of perjury that the above information is true and correct to the best of my knowledge. I acknowledge that by providing my electronic signature for this form, I agree my electronic signature is the legal binding equivalent to my handwritten signature. I hereby confirm that my electronic signature represents my execution of authentication of this form, and my intent to be bound by it.

NAME	TITLE	SIGNATURE
Pia Sadaqatmal	Chief of Transitional Programs	
Ranae Amezquita	Executive Director of ECED	

PASSED AND ADOPTED THIS 14 day of October, 2025, by the Governing Board of Los Angles Unified School District of Los Angeles County, California.

I, Michael McLean , Executive Officer of the Governing Board of Los Angeles Unified School District, of Los Angeles County County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a October 14, 2025 meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

I declare under penalty of perjury that the above information is true and correct to the best of my knowledge. I acknowledge that by providing my electronic signature for this form, I agree my electronic signature is the legal binding equivalent to my handwritten signature. I hereby confirm that my electronic signature represents my execution of authentication of this form, and my intent to be bound by it.

Michael McLean, Executive Officer of the Board
Signature

Date

TAB 3

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-117-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: School Operations

Renaming of Daniel Pearl Senior High Journalism & Communications Magnet
Division of School Operations

Brief Description:
(Approval of the renaming of Daniel Pearl Senior High Journalism & Communications Magnet) Recommends approval of renaming to Daniel Pearl Film and Media Arts Magnet.

Action Proposed:
Approve of the renaming of Daniel Pearl Senior High Journalism & Communications Magnet renaming to Daniel Pearl Film and Media Arts Magnet consistent with BUL-5549.2 (Naming/Renaming Schools, Buildings, and Fields). This school is in Board District 3, Region North.

Background:
In accordance with District policy, the school completed the required steps of the school renaming process with documentation submitted to the Division of School Operations. The renaming committee was established in February 2025. The committee included teachers, parents, students, and community partners to ensure a diverse range of perspectives throughout the process to ensure all voices were heard. While honoring the legacy and importance of Daniel Pearl's name to the school's identity, the school recognized that the existing name does not fully capture the breadth of programs, course offerings, and activities at our school that have evolved over time. Beyond the school's distinguished journalism program, the school now offers a robust range of multimedia, film production, broadcast journalism, digital storytelling, and media arts courses. This change in programming was also consistent with Student Integration Services protocols. As a result, there was a strong consensus that the school's name should reflect these expanded opportunities available to students.

The name chosen is to retain and honor Daniel Pearl's legacy while representing the dynamic and creative academic programs offered. Changing the name will enhance the school's identity, better communicate the schools' educational mission, and support efforts to increase student enrollment by accurately showcasing the full range of opportunities available at the school.

The renaming committee proposed two (2) names, Daniel Pearl Film and Media Magnet and Daniel Pearl Film and Media Arts Magnet.

Expected Outcomes:
The school and community voted to change the name Daniel Pearl Journalism and Communications Magnet to Daniel Pearl Film and Media Arts Magnet.

Board Options and Consequences:
If a "yes" vote is rendered by the Board of Education, the name of the school will change to Daniel Pearl Film and Media Arts Magnet.

If a "no" vote is rendered by the Board of Education, the name of the school will remain to Daniel Pearl Senior High Journalism and Communications Magnet.

Policy Implications:
None.

Budget Impact:
There is no known budget impact at this time as signage changes are not required. Updating the school's name will not require new signage. There will be no fiscal impact to the changing of the name from Daniel Pearl Communications and Journalism Magnet to Daniel Pearl Film and Media Arts Magnet.

Student Impact:
Renaming the school would have a positive community impact. It was also the most voted for name by the student stakeholder group. Students have a strong connection to the new name as it reflects the growth of the schools' programs.

Equity Impact:
Not Applicable.

Issues and Analysis:
None.

Below is the breakdown of the voting that took place:

There was a total of 123 collected ballots.

School Name	Students	%	Staff	%	Parents	%	Total
Daniel Pearl Film and Media Arts Magnet	48	53%	8	47%	11	73%	67
Daniel Pearl Film and Media Magnet	43	47%	9	53%	4	27%	56
TOTAL	91		17		15		123

Attachments:
None.

Attachments:
None.

Submitted:
10/01/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

ANDRES E. CHAIT
Chief of School Operations
Division of School Operations

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

TAB 4

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-068-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Procurement Services

Approval of Procurement Actions
Procurement Services Division

Brief Description:
(Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment "A" including the approval of award of Professional Service Contracts not exceeding $250,000: New Contracts; Contract Amendment; Purchase Orders; Goods and General Services Contracts: District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; Book/Instructional Material Purchase Orders; and approval of Professional Service Contracts (exceeding $250,000): New Contracts; and Goods and General Services Contracts (exceeding $250,000): New Contracts as listed in Attachment "B."

Action Proposed:
Ratify the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment "A" including the approval of award of Professional Service Contracts not exceeding $250,000: New Contracts; Contract Amendment; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding $250,000): New Contracts; and Goods and General Services Contracts (exceeding $250,000): New Contracts as listed in Attachment "B."

Background:
Procurement Services staff prepares monthly reports for contract actions necessary for the execution of the projects approved by the Board for the educational and operational requirements of the District in accordance with the Board delegated authority to the Superintendent.

Expected Outcomes:
Approval of these items will allow the goods and services provided by these contracts to furnish the equipment, supplies, or services to the Los Angeles Unified School District that support Board policies and goals.

Board Options and Consequences:
The Board can approve all actions presented or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment "A" will result in immediate unavailability of products or discontinuance of services, or both. While non-ratification may be legally defendable, it would likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer vendors compete for future procurements. Postponement of actions presented for approval in Attachment "B" will delay contract award or delivery dates.

Policy Implications:
This action does not change District policy and conforms to California Education Code section 17604 that permits the Board of Education to delegate authority for Procurement Services (Board Report 444-17/18), which the Board exercised on May 8, 2018.

Budget Impact:
The contract actions presented are within the budget authority previously approved by the Board. Ratification of contracts awarded under delegation of authority and within their Board approved budget listed in Attachment "A" includes:

- Award of Professional Service Contracts not exceeding $250,000: New Contracts; Contract Amendment; Purchase Orders; and
- Good and General Services Contracts not exceeding $250,000: Procurement Transactions - Purchase Orders; Rental of Facilities; Travel/Conference Attendance; District Card Transactions; General Stores Distribution Center; and Book/Instructional Material Purchase Orders.

Request for Approval of Procurement Actions not under delegated authority listed in Attachment "B" includes:

- Professional Service Contracts (exceeding $250,000): New Contracts; and
- Good and General Services Contracts (exceeding $250,000): New Contracts

Student Impact:
Not applicable.

Issues and Analysis:
There are no policy implications on these agreements. The Business and Government Services Teams, Office of the General Counsel, has reviewed and approved the agreements as to form, except where "authorization to negotiate and execute" is sought.

Attachments:
Attachment "A" - Ratification of Contracts Awarded Under Delegated Authority
Attachment "B" - Request for Approval of Contracts Not Under Delegated Authority

Previously adopted Board Report referenced in the policy implications section:

- Adopted May 8, 2018: Board Report No. 444-17/18 <https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link>
- California Education Code Section 17604 (CE Code 17604 <https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link>)

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

SUNG YON LEE
Deputy Chief Business Officer
Office of the Deputy Chief Business Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MATTHEW FRIEDMAN
Chief Procurement Officer
Procurement Services Division

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING $250,000

Item A

DIVISION OF INSTRUCTION

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
UCLA Center X	C9318 (IRFP 2000003960)	05/01/25 – 04/30/28 includes two (2) one-year renewal options	General Funds Restricted (100%)	$115,920

Ratification of an informally competed contract procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Division, to provide professional development (PD) and coaching for Ethnic Studies to District teachers and instructional leaders. With guidance from the California Ethnic Studies Model Curriculum, focus will be on fostering deep understanding through effective teaching practices that are consistent with the LAUSD Ethnics Studies Definition and LAUSD Ethnic Studies Rubric.

Participants in the PD sessions will be drawn from LAUSD schools serving grades 8-12. While grade 8 teachers may also participate in the program, priority will be given to educators who teach Ethnic Studies in grades 9–12, given their central role in implementing the Ethnic Studies graduation requirement. At the time of program development, approximately 194 schools/school programs serving students in grades 9-12 were identified. To reach as many schools as possible over the three-year rollout of the program, it is anticipated that a cohort of 65 single-subject social science teachers will participate each school year. Each annual cohort will aim to include at least one representative per school. Recruitment will begin with self-selection through outreach via the Ethnic Studies Schoology Group, the History–Social Science Schoology Group, and the Weekly Instructional News.

Six proposals were received and all were deemed qualified. The evaluation committee was comprised of five staff members from the Division of Instruction. The proposals were evaluated based on the following criteria: qualification and experience of the firm and personnel; statement of work compliance and implementation plan; Small Business Enterprise (SBE) participation; and price.

UCLA Center X has been providing services to the District since 2013. UCLA Center X collaborates with educational researchers, historians, and practitioners to design and lead

professional development programs aimed at enriching K-12 history-social studies instruction, curriculum design, and community partnerships.

This action aligns with the District's Strategic Plan Pillar 1 – High Quality Instruction and Pillar 5 – Professional Learning. The PD will strengthen high-quality instruction by drawing on UCLA Center X's extensive expertise in ethnic studies' academic canon and its application to rigorous K-12 teaching. Their work consistently demonstrates a strong ability to design and deliver effective professional learning experiences grounded in best pedagogical practices.

Requester:
Dr. Frances Baez, Chief Academic Officer

Equity Impact:

Component	Score	Score Rationale
Recognition	**4**	The provider demonstrates knowledge, awareness, and offers professional development resources that actively acknowledge and address historical inequities, such as the marginalization of communities of color highlighted in K–12 ethnic studies. Additionally, the pedagogical practices embedded in their training are grounded in an asset-based approach, aiming to confront and correct the persistent inequities present in both K–12 education and broader society.
Resource Prioritization	**3**	The contractor utilizes resources that prioritize student needs by drawing on ethnic studies academic discourse and pedagogical practices that address the inequities faced by marginalized communities. This includes a focus on student-driven, problem-based approaches to instruction that have historically been underprioritized.
Results	**3**	The professional development, resources, and sessions offered by the provider are likely to contribute to closing or reducing opportunity gaps and achievement disparities among students served by participating teachers. This impact is supported by the use of ethnic studies pedagogical practices, conceptual foundations, coaching, and instructional resources provided by the vendor. These contributions address persistent challenges that effective ethnic studies instruction is known to mitigate—such as increased student engagement, higher course enrollment, improved attendance, and potentially, enhanced academic performance.
TOTAL	**10**	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING $250,000

Item B

MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
San Gabriel Band of Mission Indians	C4026-1	06/30/25 - 06/30/28 (amendment)	General Funds (100%)	$172,200*

Ratification of an amendment to extend the term and increase the capacity of a single-source contract to provide Districtwide professional development training for up to 700 teachers and support staff annually in order to build educator capacity to impart accurate information about the First People of Los Angeles, the Gabrieleno/Tongva Indian Tribe. The San Gabriel Band of Mission Indians is the State-recognized tribe representing the Gabrieleno/Tongva people and is the only entity authorized to provide culturally accurate tribal education about their history, culture, and contributions. Participation will also be based on the grade level teachers teach (3rd-5th), since some professional development sessions are grade-level specific, while others will be open for registration through MyPLN.

This training supports California Assembly Bill 1703 (AB-1703) which established the California Indian Education Act that directs educational institutions to form relationships with local Indian tribes for tribal education and supports the implementation of *Reckoning with Our Past, Honoring Our Present: Developing a Los Angeles Unified Land Acknowledgement (Res-017-24/25)*, which calls for districtwide collaboration with local tribes and professional development to deepen understanding of Native history and contributions

Following a successful inaugural year, the Multilingual Multicultural Education Department (MMED) received additional funding to expand the depth and breadth of the San Gabriel Band of Mission Indians (SGBMI) training to engage more educators and further enhance District students' education. Forty-five teachers were trained during the initial year, 135 teachers during the second year, and up to 1,400 teachers (700 per year) will be trained in years 3 and 4.

This action aligns with the District's Strategic Plan Pillar 1 – Academic Excellence by aiming to eliminate opportunity gaps, advancing anti-racist instructional practices, and personalizing learning for underrepresented student groups; and Pillar 2 – Engagement and Collaboration by building a meaningful partnership with the Tongva community that promotes inclusivity, dialogue and understanding. The continuance of this program supports the District priority to provide the

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

foundational knowledge and skills necessary to succeed, as well as the tools that inspire lifelong learning.

Original contract term: 09/24/24 through 06/30/25
New end date by this amendment: 06/30/28

Original Contract Value: $33,000 (Board Report 104-24/25)
*Amendment No. 1: $172,200
Aggregate Contract Value: $205,200

Requester:
Anthony Aguilar, Chief of Special Education and Specialized Programs

Equity Impact:

Component	Score	Score Rationale
Recognition	**4**	This contract is designed to address historical inequities by empowering the First People of Los Angeles—the Gabrieleno Tongva—to share their stories and perspectives. By providing a platform for the Tongva community, we acknowledge their unique experiences and contributions that have often been overlooked. Ultimately, this effort seeks to create a more equitable educational framework that values Indigenous histories and cultures, contributing to healing and reconciliation, in alignment to AB 1703 and the new assembly bill, AB 1821.
Resource Prioritization	**4**	This initiative ensures that accurate instruction about the First People of Los Angeles, the Gabrieleno Tongva, is provided to students. By focusing on authentic and well-researched content, students will gain a comprehensive understanding of the history, culture, and contributions of the Gabrieleno Tongva, exploring their traditional practices and social structures. This knowledge fosters respect for diverse cultures and encourages critical discussions about their historical context, ongoing legacy, and contemporary issues. Ultimately, this educational focus aims to cultivate informed and empathetic citizens who appreciate the importance of preserving and honoring Indigenous cultures.
Results	**3**	This initiative ensures that accurate instruction about the First People of Los Angeles, the Gabrieleno Tongva, is provided to students. By focusing on authentic and well-researched content, students will gain a comprehensive understanding of the history, culture, and

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

Component	Score	Score Rationale
		contributions of the Gabrieleno Tongva, exploring their traditional practices and social structures. This knowledge fosters respect for diverse cultures and encourages critical discussions about their historical context, ongoing legacy, and contemporary issues. Ultimately, this educational focus aims to cultivate informed and empathetic citizens who appreciate the importance of preserving and honoring Indigenous cultures.
TOTAL	**11**	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING $250,000

Item C

MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT (CONT.)

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Sobrator Early Academic Language Program (SEAL)	C9568 (IRFP 1573963148)	06/06/25 – 06/18/25	General Funds (100%)	$69,000

Ratification of an informally competed contract, procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Division, to provide a series of 18 professional development workshops (6 per day over 3 days), with a total of 365 teachers participating. The workshops were made available to all new and experienced Dual Language Education (DLE) teachers from the District's 230 DLE Schools . The goal of the workshops was to build teacher capacity by strengthening strategies that enhance both language proficiency and content knowledge. It aimed to provide educators with effective, research-based practices to use with their linguistically diverse students and to support the implementation of DLE program goals, which are: sociocultural competence, bilingualism, biliteracy, and grade-level academic achievement.

SEAL delivered research-based, culturally responsive workshops led by SEAL expert trainers as part of its Full Model, a multi-year, school-wide program that provides training, coaching, and instructional support for educators. The workshops offered transformative, interactive strategies and student-centered resources, including videos of practice in action, to teachers across all LAUSD program languages. They aimed to help educators learn strategies, resources, and methodologies essential for meeting the needs of multilingual, multicultural DLE students. A multi-year evaluation of 67 schools in 12 districts found that SEAL has improved teaching practices and boosted student outcomes in English Language Development, English Language Arts, Mathematics, and Spanish in bilingual classrooms. Key results include higher English proficiency for grades 2–4, most grade 3–4 students reaching top proficiency levels or being reclassified as fluent, and significant oral language and pre-literacy growth for PreK and TK students. These findings demonstrate SEAL's strong impact on student learning and the value of expanding its work across districts.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

Three proposals were received and deemed qualified. The evaluation committee was comprised of three subject matter experts from the Multilingual Multicultural Education Department (MMED). Proposals were evaluated based on the following factors: qualification and experience of firm; personnel qualifications and experience; project approach; price; and Small Business Enterprise (SBE) participation.

SEAL has done business with the District since 2023.

This action aligned with the District's Strategic Plan Pillar 1: Academic Excellence, which included the priority to "Deliver well-rounded, inspiring educational and enrichment experiences to instill and maintain a love a learning." This service also aligned with three goals of DLE: Sociocultural competence, Bilingualism and biliteracy, and Academic Achievement.

Requester:
Anthony Aguilar, Chief of Special Education and Specialized Programs

Equity Impact:

Component	Score	Score Rationale
Recognition	**4**	By focusing on the benefits of multilingual learning, SEAL's work fosters thorough development in language and literacy skills from an early age. Through their trainings, educators not only learn research-based pedagogical strategies that promise DLL/EL success, but also how to embrace multiculturalism and multilingualism as assets to bolster language and academic development—as well as a joy for learning—in all classrooms, rather than as obstacles to be overcome. SEAL supports educators in creating classrooms built on culturally and linguistically responsive education by centering bilingualism and multilingualism at all levels.
Resource Prioritization	**4**	SEAL delivered high-quality, research-based, and culturally and linguistically responsive workshops led by SEAL expert trainers. The workshops offered transformative, interactive content/strategies to teachers across all of LAUSD program languages, which will include student-centered resources, and videos of practice in action. In particular, the workshops will aim to help educators learn about strategies, resources and methodologies for instruction that are fundamental to meeting the needs of our multilingual multicultural DLE students.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

Component	Score	Score Rationale
Results	**4**	SEAL's evidence-based Full Model is a multi-year program that supports educators through training, coaching, and planning. An evaluation of 67 schools in 12 districts by Loyola Marymount University and Wexford Institute showed that SEAL strengthened teaching practices and improved student outcomes. English Learners in grades 2 to 4 matched or outperformed peers statewide in English proficiency, most in grades 3 and 4 reached the highest proficiency levels or were reclassified as fluent, and PreK and TK students showed strong growth in language and early literacy in both English and Spanish. These results demonstrate SEAL's direct impact on student success and the need for continued expansion.
TOTAL	**12**	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING $250,000

Item D

RISK FINANCE & INSURANCE BRANCH

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Business Credentialing Services, Inc. (BCS)	C9670 (IRFP 1564922788)	07/17/25 – 07/16/30 includes two (2) one-year renewal options	General Funds (100%)	$250,000

Ratification of an informally competed contract procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Division, to provide a Certificate of Insurance (COI) Management and Tracking System that will enable the District to efficiently collect, verify, and maintain insurance documentation from third parties, including vendors, contractors, service providers, and community partners. The system will provide automated tracking and notifications for expiring or missing certificates, centralized storage for easy retrieval, compliance reporting, and a self-service portal for third parties to submit and update their insurance information. In addition, the system can be used to track other non-COI documents such as District waiver forms, letters of understanding, health permits, and business licenses,, providing a centralized recordkeeping tool for a variety of required third-party submissions. This solution will improve operational efficiency, oversight, and mitigate risk to the District.

These services will help ensure that all third parties maintain insurance coverage in accordance with District policies, risk management standards, and applicable legal requirements. The cloud-based COI Management Software (CIMS) will support both short-term (e.g., single-day events) and long-term agreements, ensuring compliance through streamlined tracking, automated notifications, and centralized reporting. In addition to strengthening District compliance, the system will also benefit vendors by providing a centralized portal to upload COIs, providing vendors with a clear, easy-to-understand guidance on missing or deficient coverages, allowing them to resolve issues more efficiently and simplifying the process for repeat users.

Twelve proposals were received and all were deemed qualified. The evaluation committee was comprised of three subject matter experts, two from the Risk Finance & Insurance Branch, and one from the Procurement Services Division. The proposals were scored based on the following evaluation criteria: experience & qualifications of firm and personnel; software solution; price; and Small Business Enterprise (SBE) participation. The selected vendor was the highest-scored proposer.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

The contractor is new to the District, however they have provided similar services for the following institutions: Mamaroneck Union Free School District, Placentia-Yorba Linda Unified School District, as well as healthcare systems, government agencies, and other public-sector organizations.

This action aligns with the District's Strategic Plan Pillar 4: Operational Effectiveness, specifically 4C: Sustainable Budgeting, by streamlining the process of managing vendor insurance compliance, which directly impacts the district's ability to efficiently allocate resources.

Requesters:
Saman Bravo-Karimi, Chief Financial Officer

Equity Impact:

Component	Score	Score Rationale
Recognition	**1**	System does not recognize past practices. Therefore, historical inequities are not a factor.
Resource Prioritization	**3**	Business conducted within the District, including contracts, field trips, special events, fundraising, and leasing require insurance review and approval. These services have a direct impact on students.
Results	**2**	Services provided to students can have an impact on achievement. Business conducted directly impacts student learning.
TOTAL	**6**	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

B. PROFESSIONAL SERVICES REVENUE CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING <$500,000>

Item E

REGION NORTH

CONTRACTOR	IDENTIFICATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
California State University, Northridge	C9564	06/09/25 – 07/30/25	Revenue	<$307,350>

Ratification of a revenue contract to implement the Summer Math Academy (SMA) at three high schools in Region North (Cleveland Charter High School, Northridge Academy High School, and Canoga Park High School). Teachers who currently work at each of the high schools previously participated in the SMA program. The teachers requested to continue participating by bringing the program to their current campuses. California State University, Northridge (CSUN) provided grant funding to support the math academy. CSUN Professor Dr. Catherine Gaspard developed the curriculum to support the math departments, and CSUN staff trained the high school teachers to teach the curriculum to the students.

The SMA was a targeted intervention designed to improve math outcomes for rising ninth-grade students at the three high schools. All incoming 9th-grade students at the identified schools were invited to participate, and all who registered were able to enroll. Cleveland Charter HS hosted 98 students; Northridge Academy HS hosted 45 students and Canoga Park HS hosted 90 students.

Region North students have been participating in the SMA program since 2015.

This action is aligned with the District's Strategy Pillar 1- Academic Excellence: Priority 1A – High-Quality Instruction: Ensure strong foundational skills in literacy and numeracy; Priority 1C – Eliminating Opportunity Gaps: Differentiate academic support based on student need; Pillar 2: Joy and Wellness: Priority 2A – Welcoming Learning Environments: Promote inclusive, safe, and healthy learning environments; and Priority 2B – Whole-Child Well-Being: Support the social-emotional well-being of students

Requester:
Dr. David Baca, Region North Superintendent

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	**4**	By inviting all incoming 9th graders, while prioritizing those who most need support, CSUN's Summer Math Academy ensures equity in access to early academic interventions.
Resource Prioritization	**3**	While the program is designed to instill joy in learning mathematics through various social-emotional learning strategies, the curriculum also provides differentiated support and resources to meet the diverse needs of students.
Results	**3**	The "Fresh Start" activity, team building lessons, brain science, growth mindset strategies celebrate student work, encouraging multiple approaches to problem-solving and building a supportive classroom culture grounded in student voice and identity,
TOTAL	**10**	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

B. PROFESSIONAL SERVICES REVENUE CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING <$500,000>

Item F

DIVISION OF ADULT CAREER AND EDUCATION

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
City of Los Angeles	C9874	07/01/24 – 06/30/25	Revenue	<$263,680>

Ratification of a revenue contract with the City of Los Angeles, Economic and Workforce Development Department (EWDD) that provided funding for services aimed at supporting historically marginalized adults who have high barriers to education and career advancement. The services were delivered through 14 WorkSource Centers and all 11 DACE schools that provided support to Workforce Innovation and Opportunity Act (WIOA) Case Managers and WorkSource Centers (WSCs) participants.

This partnership with EWDD provided on-site support staff who connected adults in need to WorkSource Centers and DACE schools who received supportive wrap-around and case management services as they worked towards obtaining sustainable wage employment. The services included referring 5,599 adults to DACE classes; also, 3,642 adults enrolled in classes or enrolled for WorkSource Center services.

Since 2016, this partnership has been dedicated to supporting and addressing the needs of our most vulnerable adult populations by providing educational, workforce, and vocational training pathways. WorkSource Navigators conduct outreach activities in the community as well as build partnerships with community organizations and other schools to reach adult populations with need and especially those who have barriers to re-enter education and obtain employment.

The structure and intent of the program aligned closely with multiple pillars and priorities of the District's Strategic Plan.

Pillar 1: Academic Excellence, through Priority 1C: Eliminating Opportunity Gaps by offering opportunities for intervention and alternative education options which also include employment opportunities. Navigators guided adult students to targeted, high quality instruction, and aided by community engagement and partnerships. Navigators made this instruction particularly accessible to those with high barriers, such as veterans, returning citizens, those affected by homelessness and immigrants. Navigators reduced opportunity gaps on an ongoing basis.

ATTACHMENT A

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Pillar 2: Joy and Wellness, through Priority 2D: Outstanding Attendance by identifying root causes of disengagement and providing intervention support and services. As Navigators worked and engaged with adults to launch them on desired instructional pathways which lead to sustainable wage employment, the Navigators created a supportive environment and constantly monitored and encouraged outstanding attendance and program completion.

Pillar 3: Engagement and Collaboration, through priority 3C: Leading for Impact by growing and leveraging partnerships. The Navigators lead the charge in disseminating information to the Los Angeles community about adult education and continually built and expanded partnerships and engaged those partners to connect adults to education options which lead to employment or continued post-secondary instruction.

Pillar 4: Operational Effectiveness through Priority 4A: Data-driven Decision-Making by gathering the most current data on employment. The Navigator team interacted with City of LA WorkSource Centers in an ongoing way to obtain the most current data on employment demand and thereby supported and counseled Adult Education students on educational pathways which lead to sustainable wage employment and personal satisfaction in high demand fields.

Requester:
Pia Sadaqatmal, Chief of Transitional Programs

Equity Impact:

Component	Score	Score Rationale
Recognition	**4**	Revenue Contract (grant) funds provide career navigation services to historically marginalized adult students who have high barriers to education and career advancement.
Resource Prioritization	**4**	Funds are distributed based on schools with high student need.
Results	**4**	Funds provide necessary supplemental funding for adults with high barriers to education and sustainable wage careers who would not otherwise receive intensive career navigation services.
TOTAL	**12**	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

B. PROFESSIONAL SERVICES REVENUE CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING <$500,000>

Item G

DIVISION OF ADULT CAREER AND EDUCATION (CONT.)

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
City of Los Angeles	C9875	09/01/24 – 06/30/25	Revenue	<$300,000>

Ratification of a revenue agreement that provided support to Workforce Innovation and Opportunity Act (WIOA) Case Managers at YouthSource Centers and provided educational support to YouthSource Center participants.

The Navigator program provided education and training to historically marginalized youth (16-24 yrs) who have high barriers to education and career advancement. The program provided supportive wrap-around and case management services to students as they worked towards obtaining a high school diploma/equivalency and/or sustainable wage employment. All 11 DACE schools were served.

The services included referring 802 youth to DACE classes and YouthSource Center services. The City of LA has provided grant funding to DACE in support of students participating in the Youth Source Navigator program since 2023.

The structure and intent of the Navigator program aligned closely with multiple pillars and priorities of the LAUSD Strategic Plan.

Pillar 1: Academic Excellence, through Priority 1A: High-Quality Instruction and Priority 1C: Eliminating Opportunity Gaps. Navigators guided youth students (16-24 yrs) to targeted, high quality instruction, and aided by community engagement and partnerships, Navigators made this instruction particularly accessible to those with high barriers such as: foster youth, returning citizens, those affected by homelessness and immigrants. Navigators reduced opportunity gaps on an ongoing basis.

Pillar 2: Joy and Wellness, through Priority 2D: Outstanding Attendance. As Navigators worked and engaged with youths to launch them on desired instructional pathways which lead to sustainable wage employment, the Navigators created a supportive environment and constantly monitored and encouraged outstanding attendance and program completion. Navigators identified root causes of disengagement and provided intervention support.

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Pillar 3: Engagement and Collaboration, through priority 3C: Leading for Impact by growing and leveraging partnerships, and Priority 3B: Accessible Information. The Navigators lead the charge in disseminating information to the Los Angeles community about adult education including serving youth (16-24 yrs) and continually built and expanded partnerships and engaged those partners to connect youths to adult education options which lead to employment or continued post-secondary instruction.

Pillar 4: Operational Effectiveness, through Priority 4A: Data-Driven Decision-Making. The Navigator team interacted with City of LA YouthSource Centers in an ongoing way to obtain the most current data on employment demand and thereby supported and counseled youth students on educational pathways which lead to sustainable wage employment and personal satisfaction in high demand fields.

Requester:
Pia Sadaqatmal, Chief of Transitional Programs

Equity Impact:

Component	Score	Score Rationale
Recognition	**4**	Revenue Contract (grant) funds provide career navigation services to historically marginalized youth (16-24 yrs) who have high barriers to education and career advancement.
Resource Prioritization	**4**	Funds are distributed based on schools with high student need.
Results	**4**	Funds provide necessary supplemental funding for youth with high barriers to education and sustainable wage careers who would not otherwise receive intensive career navigation services.
TOTAL	**12**	

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

C. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/ AMENDMENTS/ASSIGNMENTS ALREADY AWARDED

Item H

REGIONS EAST / NORTH/ SOUTH / WEST

CONTRACTOR / IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	SITE/ SCHOOL	AMOUNT
LA Promise Fund GirlsBuild / C9694	Leadership Development	08/06/25 – 08/05/30	Region Offices (East, North, South, West)	$0

DIVISION OF ADULT AND CAREER EDUCATION

Loyola Family Health Center-Phlebotomy Facility/ C9877	Phlebotomy Clinical Training	08/19/25 – 08/18/30	Districtwide	$0

DIVISION OF INSTRUCTION

Los Angeles County Department of Public Health / C9668	Peer Health Advocate Program	07/14/25 – 07/13/30	Various High Schools	$0
USC Viterbi School of Engineering K-12 STEM Center / C3391-1	STEM Outreach Programs	08/26/25 – 06/30/26 (amendment)	Various Schools	$0

HUMAN RESOURCE DIVISION

Reach University and Alternatives in Action (AIA) / C9861	Teacher Education Internship	07/09/25 – 07/08/30 includes two one-year renewal options	Districtwide	$0

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

C. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/ AMENDMENTS/ASSIGNMENTS ALREADY AWARDED

Item H (Cont.)

STUDENT HEALTH AND HUMAN SERVICES

CONTRACTOR / IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	SITE/ SCHOOL	AMOUNT
Mount St. Mary's University / C9674	Field Clinic Placements	08/06/25 – 08/31/30 includes two (2) one-year renewal options	District Nursing Services	$0

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APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

D. RATIFICATION OF TEXTBOOK PURCHASE AGREEMENTS ALREADY AWARDED

Ratification of textbook-purchase agreements for Arts, Dual Language, Ethnic Studies, and English Language Arts previously adopted by the Board on November 19, 2024 (Board Report 115-24/25).

Item I

DIVISION OF INSTRUCTION

CONTRACTOR	IDENTIFICATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Various Vendors*	C8195 C8437 C8476 C8477 C8518 through C8521	01/15/25 – 01/14/30	General Funds (100%)	$17,000,000

*Bedford, Freeman & Worth Publishing Group, LLC; Davis Publication Inc.; One Way Education; Pearson Education; Perfection Learning Corporation; The Art of Education University; Vista Higher Learning; W.W. Norton & Company

Ratification of textbook purchase master agreements with eight (8) approved publishers for the purchase of instructional materials in support of the adoptions previously approved by the Board. On November 19, 2024**,** on Board Report 115-24/25, presented by the Division of Instruction's Library & Textbook Support, the Board authorized the Chief Procurement Officer to negotiate textbook purchase master agreements. These agreements were developed in collaboration with Procurement Services.

The materials covered under these agreements support instruction in the following courses: Expository Composition, Advanced Composition, AP African American Studies, African American Studies, Elementary Art, Drama, Introduction to Art, General Art, Russian 1AB–3AB**,** and Dual Language Spanish Language Arts for grades 6, 7, and 8**.** These courses were prioritized based on the age of existing materials, alignment to updated standards, and the absence of previously adopted textbooks in some areas.

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The instructional materials were selected through a comprehensive teacher-led review process in accordance with California Education Code Section 60210. Although not on the California State Board of Education's adoption list, the materials were reviewed and recommended by classroom teachers and evaluated for alignment with state content standards, curriculum frameworks, and compliance with the California Standards for Evaluating Instructional Materials for Social Content (2013 Edition). The Board approved the adoption of these materials based on these evaluations and authorized staff to negotiate purchasing agreements accordingly. The finalized master agreements reflect updated enrollment projections and instructional needs. Each agreement includes defined pricing, licensing terms, and fulfillment timelines to ensure timely delivery of materials to schools. All agreements comply with District procurement policies and applicable legal requirements.

Ratifying these agreements supports the timely procurement and distribution of Board-approved instructional materials for the 2025–2026 school year. This action directly advances Pillar I: Academic Excellence of the District's Strategic Plan by ensuring equitable access to high-quality, standards-aligned resources that support student achievement and instructional consistency.

Requester:
Dr. Frances Baez, Chief Academic Officer

Equity Impact:

Component	Score	Score Rationale
Recognition	**3**	Although textbooks are published for a national level, and are not California specific, the publishers have improved at providing authentic voices in addressing historical inequities. Supplementing textbooks with culturally relevant and responsive materials developed by the District and partners can also increase the recognition of specific historical inequities that need to be reversed.
Resource Prioritization	**1**	The proposed textbooks will be issued to every student enrolled in the appropriate course regardless of need. In order to meet Williams Sufficiency requirements, all students regardless of need are entitled to a textbook appropriate for their course. These textbooks comply with Education Code requirements.
Results	**3**	Providing all students with access to standards-aligned textbooks ensures that they have access to the same high-level educational resources, regardless of their school's location or funding. The recommended books have the content and the resources to close achievement gaps when implemented in concert with culturally responsive pedagogy.
TOTAL	**7**	

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RATIFICATION OF DELEGATED AUTHORITY

Item J - ***August 2025***

The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for professional services, goods, or general services

PROFESSIONAL SERVICES	**August 2025 = $2,422,130**	**YTD = $3,766,104**
GOODS AND GENERAL SERVICES	**August 2025 = $26,422,226**	**YTD = $46,942,494**
GRAND TOTAL	**August 2025 = $28,844,356**	**YTD = $50,708,598**

E. PROFESSIONAL SERVICES NOT EXCEEDING $250,000

	August Qty of POs	YTD Qty of POs	**August Total**	YTD Total
Purchase Orders	**239**	361	***$2,422,130 (Median - $7,975)***	$3,766,104

F. GOODS AND GENERAL SERVICES NOT EXCEEDING $250,000

	August Qty of POs/ Transactions	YTD Qty of POs/ Transactions	**August Total**	YTD Total
Purchase Orders	**4,394**	8,019	***$14,746,829 (Median - $735)***	$27,141,505
DISTRICT CARD TRANSACTIONS (i.e., P-Card, Fuel Card, Toshiba Card, etc.)	**15,828**	19,527	***$6,027,129 (Median – $102)***	$7,603,400
Rental Facilities	**4**	9	***$62,317 (Median - $9,250)***	$226,774
Travel/Conference Attendance	**97**	235	***$171,620 (Median - $893)***	$320,190

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY

F. GOODS AND GENERAL SERVICES NOT EXCEEDING $250,000 (CONT.)

The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for professional services, goods, or general services.

	August Qty of POs/ Transactions	YTD Qty of POs/ Transactions	**August Total**	YTD Total
GENERAL STORES DISTRIBUTION CENTER	**100**	211	***$1,515,266 (Median – $3,594)***	$3,407,815
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO)	**463**	1,295	***$3,899,065 (Median - $3,164)***	$8,242,810

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

Item K

DIVISION OF INSTRUCTION

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
UCLA Center-X	C9903 (RFP 1617191532)	10/15/25 – 10/14/30 includes two (2) one-year renewal options	Expanded Learning Opportunities Program (ELOP)(100%)	$2,500,000

Approval of a formally competed contract, procured through a Request for Proposals (RFP) process, to provide Advanced Placement (AP) Readiness services for high school students Districtwide. The services include curricular and instructional support in subjects such as math, science, computer science, social studies, languages other than English (LOTE), and English. The AP Readiness Program will provide both virtual and/or in-person workshop sessions for all students enrolled in AP courses and all teachers of AP courses. Throughout the year, a total of 16 training sessions will be available, with eight sessions dedicated to STEM subjects, eight focused on humanities subjects and one week, in-person or virtual instruction during LAUSD's Winter and Spring extended learning opportunities. The contractor will be responsible for aligning their resources and curricula with the California Common Core State Standards and providing regular training to the AP workshop instructors.

All high school students within LAUSD are eligible to access these services which will cater to our diverse student population, including historically underrepresented groups in AP classes. By providing comprehensive support for AP coursework, the contract aims to increase students' academic achievement and college competitiveness. The program will target over 1,500 students per session; those who need academic intervention and support as well as those seeking to enhance their academic rigor. The program also extends an opportunity to over 150 educators to have access to teaching strategies and pedagogical tools for enhanced course planning. Ultimately, the contract will contribute to improving overall student outcomes to successfully

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

complete AP courses and obtain better results in the AP exams. This will enhance students' college and career readiness.

Three proposals were received, and two were deemed qualified. The source selection committee consisted of staff members from various departments within the Division of Instruction, including Curriculum and Instruction. The source selection committee members were selected based on their expertise and knowledge of college and career readiness programs. The proposals were evaluated based on the following criteria: firm experience and qualifications, personnel experience and qualifications, program implementation/work plan, reporting capabilities, price/cost proposal, Small Business Enterprise (SBE) participation, and Work-based Learning Partnership (WBLP) plan. The selected proposal demonstrated strong qualifications, extensive experience in providing college and career readiness services, and a comprehensive approach to AP readiness.

The contractor has been doing business with the District since 2013. The Advanced Placement (AP) Readiness Program of UCLA Center X (a unit of the Graduate School in Education and Information Studies) has delivered high-quality, rigorous instructional support for Advanced Placement students of the Los Angeles area in the areas of STEM and Humanities.

This action aligns with the District's Strategic Plan Pillar I - Academic Excellence, Strategy: ID: College and Career Readiness which aims to enhance college and career readiness among all students. By providing comprehensive AP readiness services, the contract contributes to the District's efforts to ensure that all students graduate prepared for success in postsecondary education and the workforce.

Requester:
Dr. Frances Beaz, Chief Academic Officer

Equity Impact:

Component	Score	Score Rationale
Recognition	**4**	The AP Readiness program is intentionally designed to address and correct historical inequities in access to rigorous coursework for underrepresented students. The program not only acknowledges that students from marginalized communities – particularly Black, Latino, low-income, and English Learner populations – have historically been underrepresented in AP courses, but it also takes concrete steps to counteract this trend.

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Component	Score	Score Rationale
Resource Prioritization	**4**	The AP Readiness program demonstrates a clear and intentional commitment to allocating resources – both financial and instructional – based on student need. The program is designed to support students who attend historically underserved schools, many of which face systemic barriers to accessing AP coursework and exam preparation. The program offers flexibility by providing both virtual and in-person sessions.
Results	**4**	The program's measurable outcomes include increased enrollment in AP courses, higher AP exam participation rates, and improved AP scores among students who attend the AP Readiness program across the District. Furthermore, the AP Readiness program creates a pipeline of support that starts early in the academic year, reinforcing critical content knowledge, study skills, and confidence that lead to improved performance.
TOTAL	**12**	

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

Item L

DIVISION OF SCHOOL OPERATIONS

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Various Vendors*	C9862 through C9873 (RFP 2000004044)	08/26/25 – 08/25/30	Various per Requesting School (100%)	$10,000,000

*Boys & Girls Club of Burbank & Greater East Valley; Boys & Girls Clubs of Carson; City Year Los Angeles; Communities In Schools of Los Angeles (CISLA); EduCare Foundation; Reach One & Teach One (SBE)**;** Southern California Learning Corp dba Sylvan; Stepping in the Right Direction; StudentNest, Inc; Study Smart Tutors; Synergy Finder LLC; The Village Nation

Approval of twelve (12) formally competed bench of contracts, procured through a Request for Proposals (RFP) process, to deliver student engagement and dropout prevention services to elementary and secondary students, which includes mentoring, positive behavior support, and case management. These services will help increase student success, helping to ensure they graduate college and are career ready. Limited notices to proceed were issued in order to prevent lapse of services. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate value of $10,000,000.

Thirty-four proposals were received and 12 were deemed qualified. The source selection committee was comprised of 12 subject matter experts from the Student Support & Attendance Services branch. The proposals were evaluated based on the following criteria: firm experience; program component; cost to schools, budget, and funding sources; staffing; community partnerships and relations; Small Business Enterprise (SBE) participation; and Work Based Learning plan.

Of the twelve qualified and selected vendors, three are incumbents of the expiring Dropout Prevention bench, bringing many years of experience in providing services such as academic

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

intervention and support, reducing chronic absenteeism and promoting positive behavior. All twelve vendors have done business with the District in the past.

This action aligns with the District's Strategic Plan Pillar 2: Joy and Wellness, which focuses on supporting the whole child by promoting outstanding attendance, student well-being, and connectedness to school.

Aggregate Five-Year Value For Twelve (12) Contracts: **$10,000,000**

Requester:
Andres Chait, Chief of School Operations

Equity Impact:

Component	Score	Score Rationale
Recognition	**3**	The services reflect an understanding that barriers to attendance and engagement disproportionately affect historically underserved students.
Resource Prioritization	**3**	Allows schools to allocate resources based on their unique student needs. Vendor services are selected by each site, promoting equity and ensuring targeted support for student well-being and engagement.
Results	**3**	The contract allows schools to target students most impacted by absenteeism and disengagement which are barriers to achievement. The bench supports closing opportunity gaps by removing barriers to access and engagement.
TOTAL	**9**	

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

Item M

OFFICE OF THE INSPECTOR GENERAL

CONTRACTOR	IDENTIFICATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Various Vendors*	C9814 C9839 C9840 C9841 C9843 through C9849 C9851 through C9858 (RFP 2000004040)	10/15/25 – 10/14/30 includes two (2) one-year renewal options	Various depending on the scope of the project	$5,000,000

*AMI Consulting and Monitoring Group, Inc.; Baker Tilly Advisory Group, LP; CBIZ Inc.; CliftonLarsonAllen LLP; Crowe LLP; Davis Farr LLP (SBE); GPP Analytics (SBE); HKA Global, LLC; Joseph A. DeLuca Advisory & Consulting Services, LLC; K12 Integrity; Macias Gini & O'Connell LLP; Plante Moran; Risk Solutions & Investigations; UHY Advisor Mid-Atlantic, Inc.; Vander Weele Group (SBE); Vasquez + Company LLP (SBE); Weaver and Tidwell LLP

Approval of a formally competed bench of seventeen (17) contracts, procured through a Request for Proposals (RFP) process, to provide Office of the Inspector General (OIG) audits, investigative, special review and related services. The authority to increase or decrease the amount of these contracts will be limited to the aggregate value of $5,000,000.

The OIG maintains a bench of firms that have expertise outside that of OIG staff, or that can augment our capacity to perform our work. Government Auditing Standards and Quality Standards for Offices of Inspector General require that staff collectively possess the professional proficiency to accomplish the OIG mission. If staff lacks the proficiency or capacity to accomplish the OIG mission, then support service contractors or outside consultants may be used. The OIG's current

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

bench of firms is set to expire in November 2025. This current procurement is to renew the OIG's bench.

The selected firms can provide a variety of audit, investigation, and special services at the direction of the OIG.

Some of the services offered include:

- Contract audits
- Performance audits
- Information Technology (IT) Control audits
- Due diligence reviews
- Special Reviews (including rate reviews, price analyses, salary and rate surveys)
- Technical evaluations (assessments of construction projects).
- Investigations
- Data Analytics
- Construction integrity monitoring (integrated oversight services using professionals such as auditors, investigators, engineers, lawyers, compliance specialists, and other subject-matter experts who help prevent fraud, waste, and abuse on large infrastructure projects).

The OIG relies on external consultants to supplement its staff and provide a variety of specialized expertise for oversight of high-risk activities identified in its annual risk assessment. These firms also serve as a resource bench, enabling the OIG to respond promptly to requests from District management and to address emerging risks and changing priorities.

Seventeen proposals were received and deemed qualified. The source selection committee was comprised of five subject matter experts from the Office of the Inspector General. The proposals were scored based on the following criteria: qualifications and years of experience of the firm and personnel; price; work plan and project approach; Small Business Enterprise (SBE) participation; and the Work-Based Learning Partnership (WBLP) plan.

Nine firms have done business with the District, and eight are new vendors. The new vendors have delivered similar services to various public-school districts including but not limited to the New York City (NYC) Department of Education, Chicago Public Schools, San Francisco Unified School District, New Jersey Department of Education, Albuquerque Public Schools, Atlanta Public Schools, and the Clark County School District. The new vendors have also delivered similar services to other local agencies and oversight bodies including the Los Angeles Community College District, Los Angeles County District Attorney's Office, Los Angeles County Metropolitan Transportation Authority – OIG, Sacramento City Auditor, BART – OIG, Monterey County Auditor-Controller, and the NYC Office of Comptroller. The new vendors also have experience working with specialized organizations including the California Department of

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
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Transportation, NYC School Construction Authority, California Public Utilities Commission, and the Los Angeles County Employees Retirement Association.

This action aligns with the District's Strategic Plan Pillar No. 4 – Operational Effectiveness. OIG activities and findings are essential for driving improvement by identifying risks, inefficiencies, and areas of noncompliance in the District. These efforts promote a culture of accountability, support continuous improvement in District programs, and operations, and enable data-driven decision-making. To enhance OIG oversight, the bench will supplement staff and provide a variety of specialized expertise for the oversight of high-risk activities identified in the OIG's annual risk assessment. These firms will also serve as a resource bench, enabling the OIG to respond promptly to requests from District management and to address emerging risks and changing priorities.

Requester:
Susan Stengel, Inspector General

Equity Impact:

Component	Score	Score Rationale
Recognition	**1**	These contract services do not recognize historical inequities.
Resource Prioritization	**1**	These contract services do not prioritize resources based on student needs.
Results	**1**	These contract services are unlikely to close opportunity or achievement gaps but will enhance operational effectiveness, which may result in additional resources that can be redirected to support District efforts in these areas. OIG activities and findings are essential for driving improvement by identifying risks, inefficiencies, and areas of noncompliance in the District. These efforts promote a culture of accountability, support continuous improvement in District programs, and operations, and enable data-driven decision-making. To enhance OIG oversight, the bench will supplement staff and provide a variety of specialized expertise for the oversight of high-risk activities identified in the OIG's annual risk assessment. These firms will also serve as a resource bench, enabling the OIG to respond promptly to requests from District management and to address emerging risks and changing priorities.
TOTAL	**3**	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/ AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

Authority to award contracts for furnishings, equipment, supplies, and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

Item N

EARLY CHILDHOOD EDUCATION DIVISION

CONTRACTOR	IDENTIFICATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
DyDee Service of Pasadena, Inc., dba California Linen Services	C9603 (IFB 1629251552)	10/15/25 – 10/14/30	California State Preschool Program (100%)	$3,500,000

Approval of a formally competed contract procured through an Invitation for Bid (IFB) process, to provide routine laundry services to 87 Early Education Centers and 92 California State Preschool Programs Districtwide. The contractor will provide routine laundry services which includes the rental of infant and toddler linens, pick-up of soiled linens, and delivery of freshly sanitized linens on a weekly basis. This will support 14,000 students Districtwide.

Six bids were received and four were deemed qualified. California Linen Services was selected as the lowest responsive and responsible bidder that continues to demonstrate both technical and financial capabilities to provide services.

California Linen Services has provided reliable, low-cost services to the District for over 15 years.

This action aligns with the District's Strategic Plan Pillar 4C1- Sustainable Budgeting – Operational Effectiveness to ensure all students have access to equitable resources by appropriately allocating funds and services.

Requester:
Pia Sadaqatmal, Chief of Transitional Programs

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	**4**	Linen services actively recognizes historical inequities because the families in the early education centers and state preschool programs are designed for low-income families with high needs.
Resource Prioritization	**4**	Linen services effectively prioritizes resources based on family and student need because state subsidized early education programs are designed to support low-income families with high needs.
Results	**3**	Linen service is likely to result in closing opportunity gaps because it allows families to work more hours, go to school, and save funding for other needs.
TOTAL	**11**	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/ AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

Authority to award contracts for furnishings, equipment, supplies, and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

Item O

FACILITIES SERVICES DIVISION

CONTRACTOR	IDENTIFICATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Daltile Distribution LLC, dba Dal-Tile Corporation (Daltile); Shaw Industries, Inc.	C9878 C9879 (IFB 2000004021)	11/01/25 – 10/31/28	Restricted Routine Maintenance Funds (100%)	$1,500,000

Approval of two (2) formally competed contracts procured through an Invitation for Bid (IFB) process to provide ceramic and quarry tile products for use Districtwide. The authority to increase or decrease the amount of these contracts will be limited to the aggregate value of $1,500,000.

The Facilities Services Division will purchase the ceramic and quarry tile products as needed at the lowest competitive prices through these contracts.

Three bids were received for this solicitation, resulting in the selection of two successful bidders. Daltile and Shaw Industries, Inc., were selected as the lowest, responsive, and responsible bidders. Both vendors have been doing business with the District since 2013.

This action aligns with the District's Strategic Plan Pillar 2, Joy and Wellness and Pillar 4, Operational Effectiveness. Ensuring that schools and offices are well-maintained is crucial for the health and safety of students and staff in addition to support the learning environment.

Requester:
Krisztina Tokes, Chief Facilities Executive

Equity Impact:
Not applicable.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/ AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

Authority to award contracts for furnishings, equipment, supplies, and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

Item P

FOOD SERVICES DIVISION

CONTRACTOR	IDENTIFI-CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Crop Swap LA, dba Growing Communities, Inc.; **Garden School Foundation, Inc.**	C50937 C50939	11/01/25 – 03/31/27	USDA National Institute of Food Agriculture Grant (NIFA) (100%)	$114,500 $235,500

Approval of two (2) single-source, named-in-grant contracts with Garden School Foundation (GSF) and Crop Swap LA (CSLA) to implement the Cafeteria to Compost (C2C) Program at eight (8) Title I school sites. GSF and CSLA were selected as named partners in the grant due to their established expertise in school gardens, garden-based education, waste separation, and composting initiatives. As required by the grant, Food Services Division (FSD) serves as the sponsoring agency, ensuring alignment with California Senate Bill 1383 on food recovery and waste diversion while advancing shared goals of sustainability, climate education, and student engagement.

On July 15, 2025, the United States Department of Agriculture – National Institute of Food and Agriculture (USDA NIFA) awarded the District a Composting and Food Waste Reduction Cooperative Agreement Pilot Program grant. The program budget includes $50,000 in federal funds and a $50,000 matching contribution from FSD, for a total of $100,000. These funds will provide program-related supplies such as compost bins, waste sorting stations, safety equipment, and student engagement materials to support the 8 pilot schools, along with marketing materials for all 684 cafeterias. Overall, each school site will receive approximately $145 in resources to reinforce food waste reduction messaging, promote Share Cart use, and engage students and staff.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

While the composting pilot will operate at eight (8) schools, the Districtwide campaign ensures all cafeterias are prepared to adopt waste diversion practices as the program expands.

The C2C Pilot Program supports the District's Climate Action and Sustainability Goals and aligns with state mandates, including SB 1383, by advancing organic waste diversion and edible food recovery. The project will also produce a Food Waste Reduction Plan to serve as a scalable model for potential Districtwide implementation.

The program will directly benefit approximately 2,755 students and 133 staff members across eight (8) Title I schools - Board District 1: Susan Miller Dorsey Senior High, Carthay Elementary, Charnock Road Elementary, Gardner Elementary, Alliance Renee & Meyer Luskin Academy High School, and 54th Street Elementary (Windsor Hills). Board District 7: Annalee Elementary and Leapwood Avenue Elementary. These schools were selected in partnership with GSF and CSLA based on their proximity to existing program schools to ensure logistical support, as well as demonstrated community need. In this context, demonstrated needs refers to student populations where over 90% are minorities, the majority qualify as economically disadvantaged, and high rates of food insecurity are present. The pilot builds on GSF's Cafeteria to Compost program, which has operated successfully since 2018 at five schools (Grand View Boulevard Elementary, 24th Street Elementary, Baldwin Hills Elementary, Normandie Avenue Elementary, and West Vernon Avenue Elementary) already surpassing District waste diversion goals. The eight pilot schools will receive direct support from GSF and CSLA, along with peer-to-peer guidance from the five existing program schools, ensuring a scalable and sustainable model.

This action aligns with the District's Strategic Plan: Pillar 2A – Welcoming Learning Environments: Design and sustain welcoming, safe, environmentally friendly, affirming, and inclusive learning environments. Pillar 2B – Whole-Child Well-Being: Promote whole-child well-being through integrated health, nutrition, and wellness services. By creating outdoor learning gardens, teaching students about waste reduction, and modeling sustainable practices like composting, the C2C Program contributes to environmentally conscious, inclusive learning spaces. It also supports nutrition education and the development of healthy, lifelong habits, reinforcing the District's commitment to whole-child well-being.

Aggregate Value for the Two (2) Contracts: $350,000

Requester:
Andres Chait, Chief of School Operations

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	**3**	USDA Composting & Food Waste Reduction Pilot Program Grant affirmatively recognizes historical inequities related to food access, nutrition education, access to green spaces and school gardens, and the lack of resources for educating students about sustainable practices such as composting.
Resource Prioritization	**3**	The grant prioritizes resources based on student need as the eighth pilot sites are in the largest concentration of poverty in Los Angeles; South and Central Los Angeles. The expansion sites are located near the current Garden School Foundation and Crop Swap LA schools so that they can collaborate with success models and work to build parent and community support.
Results	**3**	The purpose of the pilot, and expansion of the program, is to develop successful models for waste reduction, composting, and garden and nutrition education that can be adopted and rolled out district wide. This will address and close opportunity and achievement gaps.
TOTAL	**9**	

TAB 5

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-056-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Facilities Contract Actions

Approval of Facilities Contracts Actions
Procurement Services Division - Facilities Contracts

Brief Description:
(Approval of Facilities Contracts Actions) Recommends the ratification of Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment "A" including: award of advertised construction contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services / amendments for architectural and engineering contracts and approved proposed contracts in Attachment B including professional services contracts; architectural and engineering contracts; comprehensive modernization project at Hamilton High School; and materials testing and special inspection services contracts.

Action Proposed:
Ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment "A" including: award of advertised construction contracts; award of job order contracts; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; assignment and assumption of rights and delegation of duties; award of architectural and engineering contracts; extra services / amendments for architectural and engineering contracts and approved proposed contracts in Attachment B including fire life safety training and video creation services and materials testing and special inspection services contracts.

Background:
Facilities Contracts staff prepares monthly reports for contract actions necessary for the execution of projects approved by the Board and contained in the FSD Strategic Execution Plan (SEP), and for the maintenance and operation of District facilities in accordance with District policies and Board-delegated authority. As described in the November 12, 2013 Board Report #048-13/14 Informative, detailed information is provided on the Facilities Services website.

Expected Outcomes:
Approval of these items will allow services provided by these contracts to proceed in support of FSD projects, District policies and goals, and the Board-approved FSD-SEP.

Board Options and Consequences:
The Board can approve all actions presented or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment "A" will result in the immediate discontinuance of services. While non-ratification may be legally defendable, it will likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer contractors compete for future procurements.

Policy Implications:
This action does not change District policy and conforms to California Education Code section 17604 that permits the Board of Education to delegate authority for Facilities Contracts (Board Report #444-17/18), which the Board exercised on May 08, 2018.

Budget Impact:
The contract actions presented are within the budget authority previously approved by the Board. Unless indicated otherwise, all contract actions are Bond funded.

Student Impact:
The contract actions will help ensure that the students are provided with safe and healthy environments, and up to-date facilities that promote learning.

Equity Impact:
Not Applicable

Issues and Analysis:
There are no policy implications on these agreements.

Attachments:
Attachment A - Ratification of Facilities Contract Actions Awarded Under Delegated Authority
Attachment B - Request for Approval of Contracts Not Under Delegated Authority
Linked Materials

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

SUNG YON LEE
Deputy Chief Business Officer
Business Services and Operations

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MATTHEW A. FRIEDMAN
Chief Procurement Officer
Procurement Services Division

REVIEWED BY:

KRISZTINA TOKES
Chief Facilities Executive

✓ Approved as to facilities impact

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item A **$1,144,600**

Contractor/ ID No.	Site	Project Type	Project Authorization and Scope	Contract Term	Contract Amount	BD/ Region
Geronimo Concrete, Inc./C9761	Hobart ES	Green Schoolyard Improvement	Board Report No. 024-23/24 12/12/23	07/31/25 – Completion	$1,144,600	BD-5 West

Ratification of a formally competed construction contract to provide green schoolyard improvements.

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS –
North Region Bundle Pkg N4 Campus Safety Systems

Item B

NTT Data Americas, Inc.			**$3,020,272**
Site/ID No.	**Contract Term**	**Contract Amount**	**BD/Region**
Burton ES/C9628	06/10/25 - Completion	$179,335	BD 6 – North
Calahan ES/C9663	06/10/25 - Completion	$114,718	BD 3 – North
Dixie Canyon Community Charter/C9644	06/10/25 - Completion	$74,692	BD 3 – North
Herrick ES/C9648	06/10/25 - Completion	$149,209	BD 6 – North
Kittridge ES/C9649	06/10/25 - Completion	$232,953	BD 6 – North
Melvin ES/C9665	06/10/25 - Completion	$114,718	BD 3 – North
Newcastle ES/C9687	06/10/25 - Completion	$153,213	BD 4 – North
Parthenia Academy of Arts and Technology/C9688	06/10/25 - Completion	$95,591	BD 3 – North
Porter MS/C9689	06/10/25 - Completion	$296,491	BD 3 – North
Porter Ranch Community School/C9690	06/10/25 - Completion	$400,977	BD 3 – North
Rio Vista ES/C9650	06/10/25 - Completion	$97,445	BD 6 – North
Sendak ES/C9651	06/10/25 - Completion	$221,954	BD 6 – North
Van Nuys ES/C9653	06/10/25 - Completion	$79,572	BD 3 – North
Vanalden ES/C9691	06/10/25 - Completion	$94,096	BD 4 – North
Vinedale College Prep Academy/C9655	06/10/25 - Completion	$105,094	BD 6 – North
Vintage ES Magnet/C9692	06/10/25 - Completion	$202,707	BD 3 – North
Vista MS/C9657	06/10/25 - Completion	$305,042	BD 6 – North
Woodlake ES Community Charter/C9693	06/10/25 - Completion	$102,465	BD 3 – North

Ratification of formally competed Best Value contracts to provide video surveillance system (VMS), monitoring system and IP enabled intrusion alarm system as authorized on December 12, 2023 (Board Report No. 024-23/24).

Requester:
Soheil Katal, Chief Information Officer
Information Technology Services

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

Item C

B. APPROVAL OF CHANGE ORDERS **August 2025 = $4,728,602**

		QUANTITY	AMOUNT
	i. New Construction contract change orders that do not individually exceed 10 percent for August 2025 (Average Transaction: $50,642; Median Transaction: $11,298)	38	$1,924,384
	ii. New Construction contract credit change orders for August 2025:	4	<$99,382>
	iii. Existing Facilities contract change orders that do not individually exceed 15 percent for August 2025 (Average Transaction: $12,463; Median Transaction: $6,790):	253	$3,153,103
	iv. Existing Facilities contract credit change orders for August 2025:	20	<$249,503>
	v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for August 2025, requiring 75 percent approval by the Board:	0	$0

C.	**COMPLETION OF CONTRACTS – August 2025**	29	$31,221,943

D.	**AWARD OF INFORMAL CONTRACTS (Not Exceeding $114,800)**		
	A & B Letters for August 2025 (Average Transaction: $27,287; Median Transaction: $27,000)	17	$463,874

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item D **$5,619,149**

Contractor/ ID No.	Site	Project Type	Project Authorization and Scope	Contract Term	Contract Amount	BD/ Region
Leo A. Daly California, Inc. dba Leo A. Daly /C9347	Audubon MS	Classroom Upgrade	Board Report No. 299-23/24 06/04/24	08/01/25–Closeout	$304,729	BD-1 South
Leo A. Daly California, Inc. dba Leo A. Daly /C9281	Adams MS	Classroom Upgrade	Board Report No. 299-23/24 06/04/24	04/07/25–Closeout	$340,117	BD-5 East
Leo A. Daly California, Inc. dba Leo A. Daly /C9645	Armstrong MS	Classroom Upgrade	Board Report No. 299-23/24 06/04/24	07/21/25–Closeout	$443,325	BD-3 North
The Hill Partnership, Inc. dba HPI Architecture /C9285	Webster MS	Classroom Upgrade	Board Report No. 299-23/24 06/04/24	05/22/25–Closeout	$300,679	BD-4 West
Richard Berliner Architect, Inc. dba Berliner Architects/ C7505	Dena ES	Green Schoolyard	Board Report No. 024-23/24 12/12/23	07/01/25–Closeout	$381,320	BD-2 East
Koning Eizenberg Architecture, Inc./C9763	Charnock ES	Playground & Campus Exterior Upgrade	Board Report No. 215-23/24, 3/12/24	08/08/25–Closeout	$844,035	BD-1 West
Gruen Associates /C9696	Mt. Gleason MS	Classroom Upgrade	Board Report No. 064-24/25 10/22/24	07/21/25–Closeout	$279,320	BD-6 North
The Hill Partnership, Inc. dba HPI Architecture /C9765	Mann UCLA Community School	Classroom Upgrade	Board Report No. 064-24/25 10/22/24	08/06/25–Closeout	$262,519	BD-1 South

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item D (cont'd)

Contractor/ ID No.	Site	Project Type	Project Authorization and Scope	Contract Term	Contract Amount	BD/ Region
Gruen Associates /C9706	Reed MS	Classroom Upgrade	Board Report No. 064-24/25 10/22/24	07/23/25 – Closeout	$307,745	BD-3 North
Gruen Associates /C9679	Sepulveda MS	Classroom Upgrade	Board Report No. 064-24/25 10/22/24	07/16/25 – Closeout	$403,461	BD-6 North
Lionakis /C9789	Budlong ES	Green Schoolyard Upgrade	Board Report No. 106-24/25, 11/19/24	08/11/25– Closeout	$445,412	BD-1 South
Harley Ellis Devereaux Corporation /C9787	Portola Charter MS	Classroom Upgrade	Board Report No. 233-24/25 03/11/25	07/31/25- Closeout	$437,016	BD-4 North
Harley Ellis Devereaux Corporation /C9788	San Fernando MS	Classroom Upgrade	Board Report No. 233-24/25 03/11/25	07/31/25- Closeout	$456,433	BD-6 North
Harley Ellis Devereaux Corporation /C9756	Sutter MS	Classroom Upgrade	Board Report No. 233-24/25 03/11/25	07/31/25- Closeout	$453,038	BD-4 North

Ratification of design contracts to provide architectural and engineering services procured via RFQ R-24025 to provide site analysis/preliminary schematic design, final schematic design, design development, and construction documents for various projects.

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS **$66,352**

Item E
Extra Services Totals

CONTRACT NOS.	1620141\C3074; 1620141\C3074; 1620141\C3074; 1820026\C2873

Extra services are for design work that is not covered under the original Agreement. July and August Extra Services are listed at the following link: BOE 056 Extra Services

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICES CONTRACTS – CHANGE ORDER ESTIMATING SERVICES

ITEM F

Contractor / ID No.	Contract Term	Not-To-Exceed Aggregate Amount
Cumming Group / C9836 Greenridge Group, Inc. / C9837 Leland Saylor Associates / C9838	11/01/25 - 10/31/30 includes two (2) one-year renewal options	$10,000,000 Bond Funds (100%)

Authorization to award three (3) formally competed professional services contracts selected from six (6) bids received to provide Estimating Services for Change Orders Districtwide procured via RFP R-25043. The authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of $10,000,000.

Approval of these contracts will establish a bench of three qualified firms to supplement existing Facilities in-house estimating staff in providing fair cost estimates through construction estimating services for change orders. Currently, Facilities has eight in-house estimators who are responsible for estimating change orders across all projects, processing approximately 800 change orders annually (with over 600 valued at more than $25,000. Due to increasing project volume, Facilities is experiencing a severe backlog ranging from approximately 40 to 130 open estimate requests per month, which current staff cannot adequately address. While in-house staff is presently supplemented by one firm providing estimating services (with the current task order expiring October 31, 2025), this support has proven insufficient to meet demand. Expanding the bench from one to three firms will provide the necessary capacity to reduce the existing backlog and accommodate future increases in project volume. Construction estimating remains a critical tool for formally documenting modifications to original contract costs due to scope or schedule changes. Fair cost estimates enable Facilities staff to manage with transparency unforeseen circumstances, owner-requested changes, and design errors in the original plans. Accurate change order estimates help avoid disputes between owners and contractors while clarifying cost responsibilities, ensuring projects remain on schedule and within budget parameters.

Click here to view project scope, schedule, and budget

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF PROFESSIONAL SERVICES CONTRACTS – WATER INSTRUSION REMEDIATION SERVICES

ITEM G

Contractor / ID No.	Contract Term	Not-To-Exceed Aggregate Amount
Asbestos Instant Response, Inc / C9803 ATI Restoration, LLC / C9804 Belfor USA Group, Inc. dba Belfor Property Restoration/ C9805 BluSky Restoration Contractors / C9806 BMC CAT of Southern California, LLC dba Drymaster / C9807 Endeavor Restoration / C9808 Next Gen and Associates, Inc. dba Service Master EMT / C9809	11/01/25 - 10/31/30 includes two (2) one-year renewal options	$10,000,000 Restricted Maintenance Funds (100%)

Authorization to award seven (7) formally competed task order contracts selected from eleven (11) bids received to provide water intrusion remediation services Districtwide procured via IFB R-25057. The authority to increase or decrease individual amounts for these contracts will be limited to $3,000,000 each.

Emergency and non-emergency water intrusion remediation services are necessary to mitigate the effects of water damage due to pipe rupture, broken sprinklers, toilet overflow, sewage spills, rain, fire, or storm damage, etc. The District currently maintains a crew and water remediation equipment to handle small-scale and short duration water intrusion remediation projects. Using contractors to augment Maintenance and Operations workforce is necessary to provide an immediate and adequate response to larger water intrusion events.

Click here to view project scope, schedule, and budget

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

C. APPROVAL OF ARCHITECTURAL AND ENGINEERING CONTRACTS

ITEM H

Contractor / ID No.	Contract Term	Not-To-Exceed Aggregate Amount
	01/01/26 - 12/31/30 includes two (2) one-year renewal options	$50,000,000 Bond Funds (95%) General Funds (5%)
19six Architects / 2620004		
AE3 Partners, Inc. (SBE) / 2620005		
Albert Group Architects (SBE) / 2620006		
Amador Whittle Architects, Inc. (SBE) / 2620007		
Architects McDonald, Soutar, & Pax (SBE) / 2620008		
Barrio Planners Incorporated (SBE) / 2620009		
Brahmbhatt Architects Inc. (SBE) / 2620010		
Breen Design Group, Inc. (SBE) / 2620011		
Bureau Veritas / 2620012		
Corgan Associates, Inc. dba Corgan (SBE) / 2620013		
CSDA Design Group (SBE) / 2620014		
Cuningham / 2620015		
Dahlin Group, Inc. / 2620016		
DSH Architecture (SBE) / 2620017		
dsk Architects (SBE) / 2620018		
Erlich Yanai Rhee Chaney Architects (SBE) / 2620019		
GA Design (SBE) / 2620020		
GO Architects (SBE) / 2620021		
Gruen Associates (SBE) / 2620022		
Harley Ellis Deveraux Corporation (HED) / 2620023		
HB+A Architects (SBE) / 2620024		
HPI Architecture (SBE) / 2620025		
Hron & Hron Architect (SBE) / 2620026		
IDS Group, Inc. (SBE) / 2620027		
it-makes (SBE) / 2620028		
J.S. Egan Design Inc. dba Egan Simon Architecture (SBE) / 2620029		
J.C. Chang & Associates (SBE) / 2620030		
John Friedman Alice Kimm Architects (JFAK) (SBE) / 2620031		
Joncich Sturm & Associates Inc. dba AWu Government Services (SBE) / 2620032		
Keltner Architects Inc. dba Ketnerco Architects (SBE) / 2620033		

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

C. APPROVAL OF ARCHITECTURAL AND ENGINEERING CONTRACTS

ITEM H (cont'd)

Langdon Wilson International / 2620034
Leo A. Daly California, Inc. dba Leo A Daly / 2620035
Lewis Schoeplein Architects (SBE) / 2620036
Little Diversified Architectural Consulting, Inc. (SBE) / 2620037
LOC, Inc. (SBE) / 2620038
M. Arthur Gensler Jr. & Associates, Inc. dba Gensler / 2620039
Marca Architecture, Inc.(SBE) / 2620040
Mark Anderson Architects, Inc. dba Pacific Rim Architects (SBE) / 2620041
Morrissey Associates, Inc. (SBE) / 2620042
ObrARCHITECTURE, Inc. (SBE) / 2620043
PBK Architects / 2620044
PBWS (SBE) / 2620045
Practice (SBE) / 2620046
QDG Architecture (SBE) / 2620047
Rachlin Partners, Inc. dba Huckabee & Associates, Inc. / 2620048
Richard Berliner Architect Inc. dba Berliner Architects (SBE) / 2620049
Roger M. Yanagita Associates, Architects (SBE) / 2620050
Sillman Wright Architects (SBE) / 2620052
Struere, Inc. (SBE) / 2620053
SVA Architects, Inc. / 2620054
Swift Lee Office, Inc. (SBE) / 2620055
tBP Architecture, Inc. (SBE) / 2620056
Timothy Chan Young dba Chan Young Architects (SBE) / 2620057
Westberg White Architecture / 2620058
Westgroup Designs, Inc. (SBE) / 2620059

Authorization to award fifty-five (55) formally competed architectural and engineering contracts for architectural services procured via RFQ R-25049. The authority to increase or decrease individual amounts for these contracts will be limited to the total aggregate amount of $50,000,000.

Click here to view project scope, schedule, and budget

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

D. AUTHORIZATION TO AWARD A BEST VALUE COMPREHENSIVE MODERNIZATION PROJECT CONTRACT – HAMILTON HS **$423,850,000**

ITEM I

Contractor / ID No.	Contract Term	Amount
Hensel Phelps Construction Co /2510182	Contract execution through DSA certification and closeout	$423,850,000 Bond Funds (100%)

Authorization to award a formally competed best value contract from two contractors qualified; two (2) submitted proposals, procured for the Comprehensive Modernization Project at Hamilton High School (Project).

Click here to view project scope, schedule, and budget

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

Aggregate Contract Value for Three (3) Contracts: $8,833,955

E. APPROVAL OF MASTER TASK ORDER CONTRACTS – MATERIALS TESTING AND SPECIAL INSPECTION SERVICES (PCC 20118.5-.9)

ITEM J

Contractor / ID No.	Contract Term	Not-To-Exceed Aggregate Amount
AESCO, Inc / C9718 American Engineering Laboratories, Inc. / C9719 California Testing & Inspections, Inc / C9720 RMA Group / C9721 Fenagh, Inc. / C9722 Geocon West, Inc. / C9723 Group Delta Consultants, Inc. / C9724 Koury Engineering & Testing, Inc. / C9725 MTGL, Inc. / C9726 Ninyo & Moore Geotechnical & Environmental Sciences Consultants / C9727 Smith Emery Laboratories, Inc / C9728 Southwest Inspection and Testing, Inc. / C9729 The Converse Professional Group, dba Converse Consultants / C9730 Twining, Inc. / C9731	11/01/25 - 10/31/26 plus four (4) one-year renewal options	$42,000,000 Bond Funds (90%) General Funds (10%)

Authorization to award fourteen (14) formally competed task order contracts procured via RFQ R-25021 and selected from fourteen (14) bids received to provide materials testing and special inspection services to the District. The authority to increase or decrease individual amounts for these contracts will be limited to $3,000,000 each.

Material testing and special inspection services are required by California Building Code, Title 24, Part 2 of the California Code of Regulations and the Division of the State Architect, to ensure quality control for school building construction and modernization projects. Testing services include identifying and testing all construction materials such as concrete, masonry, reinforcing rebar, structural steel, and wood. Special inspection services include inspections of steel welding and fabrication, concrete and masonry construction, and other specialty construction items. While overall construction inspection is provided by the District's Inspection Branch, these are required specialty services that the District does not have the resources to perform.

Click here to view project scope, schedule, and budget

TAB 6

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-069-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Business & Finance Division

Report of Cash Disbursements
Request to Reissue Expired Warrants
Finance Division

Brief Description:
(Report of Cash Disbursements, Request to Reissue Expired Warrants, and Report of Corporate Credit Card Charges) Recommends the ratification of cash disbursements amounting to $981,719,975.08 made by the District from August 1, 2025, to August 31, 2025.

Action Proposed:
1. Ratify cash disbursements totaling $981,719,975.08, which were made against funds of the District from August 1, 2025, through August 31, 2025. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

   a. "A" Warrants (Payroll) total of $ 15,532,441.89.

      Warrant Numbers:
      3556741 - 3567219

   b. Direct deposit payroll (Automated Clearing House - ACH) total of $ 295,552,099.52.

   c. "B" Warrants (Accounts Payable) total of $ 121,831,944.69.

      Warrant Numbers:

      22312677 - 22312761
      22313978 - 22314150
      22315359 - 22315483
      22316718 - 22316899
      22318610 - 22318770
      22320550 - 22320657
      22322107 - 22322338
      22323779 - 22323884
      22325465 - 22325567
      22327373 - 22327457
      22329364 - 22329421
      22330973 - 22331129
      22332795 - 22332905
      22334538 - 22334668
      22336496 - 22336646
      22338397 - 22338479
      22340395 - 22340585
      22342179 - 22342337
      22344113 - 22344221
      22346551 - 22346747
      22348821 - 22348881

   d. Accounts Payable ACH payments total of $ 548,803,488.98.

2. Approved request to reissue expired warrants that were not cashed within the prescribed period, totaling $ 338.70.

Warrant No.	Date	Payee	Amount
2620860	07/13/2021	Gabriel Rodriguez	$ 338.70

Background:
This is a recurring monthly Board report for the Board to approve warrants or checks issued by the District for payroll and non-salary obligations that occur as part of school business.

Expected Outcomes:
The Board shall be approving routine District financial transactions.

Board Options and Consequences:
A "Yes" vote:

- Ratifies the previously disbursed payments.

A "No" vote would cause the cancellation of previously issued payments.

Policy Implications:
This Board report does not change any school policy.

Budget Impact:
This Board report approves financial transactions but does not change the budget authority.

Student Impact:
This Board report includes routine financial transactions, which support student achievement.

Equity Impact:
Not applicable. A routine transaction.

Issues and Analysis:
The Board shall be approving routine District financial transactions.

Attachments:
Not applicable

Submitted:
09/02/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent,
Office of the Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to form.

TAB 7

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-070-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Business & Finance Division

Donations of Money to the District
Finance Division

Brief Description:
(Donations of Money to the District) Recommends approval of the donation of money to the District totaling $653,110.72.

Action Proposed:
Approve to accept the donations of money to the District totaling $653,110.72. It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; and the Controller be authorized to draw checks for the purposes indicated on the donation.

Background:
The District receives donations from any individuals, foundations or organizations who desire to support its educational programs. Information such as donor name, amount or value, school or office receiving the donations and the purpose of the donation are presented in the board report for approval.

Expected Outcomes:
The Board shall be approving donations received.

Board Options and Consequences:
A “Yes” vote approves the donations of money made to the District.
A “No” vote would cause the non-acceptance of cash donations made to the District.

Policy Implications:
This Board report does not change any school policy.

Budget Impact:
This Board report approves financial transactions but does not change the budget authority.

Student Impact:
This Board report highlights donations made to the District, which support its educational programs.

Equity Impact:
Not applicable. A routine transaction.

Issues and Analysis:
The Board shall be approving routine District financial transactions.

File #: Rep-070-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Business & Finance Division

Attachments:
Attachment A - List of Donations of Money

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent,
Office of the Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to form.

ATTACHMENT A

List of Donations of Money to the District
File #: Rep-070-25/26 **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Finance Division

Date:	8/19/2025
Donor:	Friends of Reed
Donation:	$40,966.00
For use at:	Walter Reed Middle School
Purpose:	To provide funding for orientation, academies and computers.

Date:	8/19/2025
Donor:	Warner Avenue Foundation
Donation:	$65,000.00
For use at:	Warner Avenue Elementary
Purpose:	To provide additional funding for positions in School Year (SY) 2025-26.

Date:	8/19/2025
Donor:	Kentwood Education Fund
Donation:	$69,960.00
For use at:	Kentwood Elementary School
Purpose:	To provide funding for Computerwide Kids, YMCA Physical Education, Rediscover Innovation Lab.

Date:	8/21/2025
Donor:	Friends of LACES
Donation:	$57,659.00
For use at:	Los Angeles Center for Enriched Studies (LACES)
Purpose:	To provide additional funding for Community Representatives and Campus Aides.

Date:	8/21/2025
Donor:	Encino Elementary E-Team Inc
Donation:	$41,604.72
For use at:	Encino Charter Elementary School
Purpose:	To provide funding for Promethean boards and computer subscriptions.

Date:	8/26/2025
Donor:	Akin Family Foundation
Donation:	$31,250.00
For use at:	Marquez Charter Elementary
Purpose:	To provide funding for classroom restoration and community wellness.

Date:	8/26/2025
Donor:	Beckford Avenue School Parent Teacher Association (PTA)
Donation:	$64,710.00
For use at:	Beckford Charter Elementary School
Purpose:	To provide funding for education enrichment and technology.

Date:	8/26/2025
Donor:	Friends of Franklin
Donation:	$82,675.00
For use at:	Franklin Avenue Elementary School
Purpose:	To provide funding for various enrichment instruction for students (Got Game Sports, The Orchestra Place, Aimee Art Production, Conga Kids).

Date:	8/26/2025
Donor:	Friends of Marquez
Donation:	$164,935.00
For use at:	Marquez Charter Elementary School
Purpose:	To provide funding for a Science Instructor position.

Date:	8/26/2025
Donor:	Kenter Canyon Parent Support Group
Donation:	$34,351.00
For use at:	Kenter Canyon Charter Elementary School
Purpose:	To provide additional funding for School Psychologist.

Additional analysis regarding the donations can be reviewed HERE.

TAB 8

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-075-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Human Resources

Approval of Routine Personnel Actions
Human Resources Division

Brief Description:
(Approval of Routine Personnel Actions) Recommends approval of 9,024 routine personnel actions including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits, contracts, the amendment of the Superintendent's 2022-2026 employment agreement, and the Superintendent's 2026 - 2030 employment agreement.

Action Proposed:
Approve 9,024 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) according to the following breakdown:

Classified: 4,961
Certificated: 1,865
Unclassified: 2,198

It is proposed that the following routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits, contracts, the amendment of the Superintendent's 2022-2026 employment agreement, and the Superintendent's 2026-2030 employment agreement) be approved.

SAP transaction numbers: 3872871 to 4102908

ROUTINE PERSONNEL ACTIONS

	Total (this report) (08/11/2025 to 09/07/2025)	Total (Year-to-date)
1. Classified	4,961	32,134
2. Certificated	1,865	51,419
3. Unclassified	2,198	5,097
TOTAL	9,024	88,650

BREAKDOWN OF ACTIONS:

Actions	Classified	Certificated	Unclassified	Total
Separations/Non-Resignations	343	105	6	454

Actions	Classified	Certificated	Unclassified	Total
Separations/Resignations	192	59	2,128	2,379
Other Actions*	2,876	733	60	3,669
Hires	566	482	4	1,052
Leaves/Paid	284	176	0	460
Leaves/Unpaid	36	11	0	47
Reassignments/Demotions	10	0	0	10
Reassignments/Promotions	140	139	0	279
Reassignments/Transfers	459	137	0	596
Retirements	55	23	0	78

*Other actions include absences, conversion codes from legacy, change of pay, and change of work schedule and benefits.

Background:
This report is presented at each Board Meeting for approval of routine personnel actions.

Expected Outcomes:
Not applicable

Board Options and Consequences:
Specifically in regard to disciplinary action, a "No" vote may nullify the disciplinary action due to legal time constraints.

A "No" vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collective Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeals.

A "Yes" vote will approve all actions in accordance with Education Codes & Rules of the Personnel Commission

Policy Implications:
Not applicable

Budget Impact:
Cost Neutral

Student Impact:
Not applicable

Issues and Analysis:
All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.

Attachments:
Attachment A: Administrative Regulations 4214
Attachment B: Number of Routine Personnel Actions
Attachment C: Routine Personnel Actions
Attachment D: Senior Management Contracts

Submitted:
10/01/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations

REVIEWED BY:

KURT JOHN
Deputy Chief Business Officer, Finance

✓ Approved as to budget impact statement.

CERTIFIED BY:

DAVID GRECO
Personnel Director
Personnel Commission

Los Angeles Unified School District
Human Resources Division

ATTACHMENT A

DATE: 9/9/25
ADMINISTRATIVE REGULATION**:** 4214 SAP Transaction #3872871-4102908

Each AR 4214 request has been reviewed and approved by a designee of the Superintendent.

TRANS#	**NAME**	**FROM CLASS/LOCATION**	**TO CLASS**	**LOCATION**
COMMENTS:				

NONE

Reasons For ESC Selection:

1. Special skills/special need (e.g. bilingual, school continuity, instructional expertise in literacy or math)
2. ESC recommends current limited acting incumbent
3. Reduction-in-Force (RIF)
4. Reassignment due to position closure/norm enrollment loss

LOS ANGELES UNIFIED SCHOOL DISTRICT
Personnel Commission

ATTACHMENT B

NUMBER OF ROUTINE PERSONNEL ACTIONS

This attachment addresses the total number of classified personnel actions (4,961), which entails routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) and may be found on the Board of Education Routine Personnel Actions Report for the October 14, 2025, meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the October 14, 2025, board report for the period of August 11, 2025 to September 7, 2025.

Hire Data:
As presented in the attached table, the total number of classified hire and reassignment actions for the period of August 11, 2025 to September 7, 2025, is 2,991 of which 2,551 (85%) are rehires or reassignments, and 440 (15%) are new hires (comprised of regular/permanent, restricted, returnee retirees, substitutes, and temporary positions). With the exception of 77 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The 41 regular/ permanent new hires consist of: Accounting Technician II, Assistant General Counsel II, Building and Grounds Worker (2), Campus Aide (Restricted), Class "A" Commercial Truck Driver, Data Analyst, Food Service Manager II, Food Service Worker (7), Heating and Air Conditioning Fitter, Human Resources Specialist I, Information Technology Support Assistant, Instructional Aide-Computer Lab, Library Aide (3), Office Technician (5), Plumber, Police Officer (3), School Facilities Attendant (Restricted) (4), Senior Office Technician (3), Sign Language Interpreter (2), and Site Assessment Program Administrator.

The following regular/permanent positions have been filled by promotional employees:
Administrative Analyst, Administrative Secretary I, Area Carpentry Supervisor, Area Heating and Air Conditioning Supervisor, Assistant Plant Manager I (5), Assistant Plant Manager II, Associate Project Engineer II (8), Braille Transcriber, Building and Grounds Worker, Campus Aide (Male/Restricted), Campus Aide (Restricted), Carpentry Technical Supervisor, Classified Training Representative, Complex Project Manager, Continuation School Office Manager (2), Coordinating Financial Manager, Deputy Chief of Police, Early Education Center Office Manager (2), Financial Aide, Food Service Manager I (5), Food Service Worker II (Driving), Gardener (6), Health Care Assistant (3), Heating and Air Conditioning Fitter, Instructional Aide (Literacy) & (Restricted), Instructional Aide (Transitional Kindergarten) & (Restricted) (2), Laboratory Supervisor, Library Aide (2), Network Operations Center Analyst, Network Systems Technician (2), Occupational Center Financial Manager, Plant Manager I (7), Plant Manager II (5), Plant Manager III, Plant Manager IV, Police Detective (4), Principal Administrative Analyst, Project Engineer (7), School Administrative Assistant (14), School Climate Advocate & (Restricted) (2), Senior Accounting Analyst, Senior Financial Manager, Senior Food Service Worker (9), Senior Legal Secretary, Senior Office Technician (2), Senior Plumber, Sergeant (2), Special Education Assistant (16), Student and Family Resources Coordinator (4), Supervising Special Education Assistant, and Tractor and Roller Operator.

Hire Data of All Classified Employees From August 11, 2025 to September 7, 2025 By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg / Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
NEW HIRE								
Accounting Technician II		1						1
Assistant General Counsel II		1						1
Athletics Assistant					31			31
Building and Grounds Worker		2						2
Campus Aide (Female/Restricted)			3		1			4
Campus Aide (Male/Restricted)			1		1			2
Campus Aide (Restricted)		1	19		36			56
Class "A" Commercial Truck Driver		1						1
Community Representative C and (Restricted)			5		1			6
Data Analyst		1						1
Early Education Center Aide I & (Restricted)					16			16
Education Aide III (AVID)			1					1
Educational Resource Aide (Restricted)			1					1
Employment Test and Training Proctor					1			1
Food Service Manager II		1						1
Food Service Worker		7			14			21
Heating and Air Conditioning Fitter		1						1
Human Resources Specialist I		1						1
Information Technology Support Assistant		1						1
Instructional Aide (Literacy) & (Restricted)			1					1
Instructional Aide (Transitional Kindergarten) & (Restricted)			2					2
Instructional Aide for Students Who Are Deaf and Hard-of-Hearing-Signing					1			1
Instructional Aide I & (Restricted)			25					25
Instructional Aide-Computer Lab		1						1
Library Aide		3						3
Office Technician		5						5
Out-of-School Program Supervisor and (Restricted)						3		3
Out-of-School Program Worker and (Restricted)						22		22
Plumber		1						1
Police Officer		3						3
School Facilities Attendant (Restricted)		4						4
School Supervision Aide and (Restricted)			6			5		11

Hire Data of All Classified Employees From August 11, 2025 to September 7, 2025 By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg / Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Senior Office Technician		3						3
Sign Language Interpreter		2						2
Site Assessment Program Administrator		1						1
Special Education Assistant					19			19
Special Education Trainee					181			181
Student Integration Helper & (Restricted)			3					3
New Hire Total		**41**	**67**		**302**	**30**		**440**
REASSIGNMENT								
Administrative Analyst		1						1
Administrative Assistant							1	1
Administrative Secretary I		1						1
Appeals and Hearing Supervisor	1							1
Area Carpentry Supervisor		2						2
Area Heating and Air Conditioning Supervisor		1						1
Area Operations Supervisor							1	1
Assistant Area Bus Supervisor		1						1
Assistant Plant Manager I	1	6					5	12
Assistant Plant Manager II		1						1
Associate Project Engineer II		8						8
Athletics Assistant					4			4
Benefits Manager		1						1
Braille Transcriber		1						1
Building and Grounds Worker		40						40
Campus Aide (Female/Restricted)		2	8					10
Campus Aide (Male/Restricted)		4	1		1			6
Campus Aide (Male/Spanish Language) (Restricted)			1					1
Campus Aide (Restricted)		27	57		2		8	94
Carpenter		2						2
Carpentry Technical Supervisor		1						1
Charter Schools Director		1						1
Classified Training Representative		1						1
Communication Support Assistant					2			2
Community Representative A and (Restricted)		6	8			2		16
Community Representative C and (Restricted)		33	39			2		74
Complex Project Manager		1						1
Continuation School Office Manager		2						2
Coordinating Financial Manager		1						1
Counselor Aide		5						5
Deputy Chief of Police		1						1

Hire Data of All Classified Employees From August 11, 2025 to September 7, 2025 By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg / Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Early Education Center Aide I & (Restricted)		12	8		6			26
Early Education Center Attendant		1						1
Early Education Center Office Manager		2						2
Education Aide III & (Restricted)		1	3					4
Education Aide III (Spanish Language/Restricted)		1						1
Educational Resource Aide (Restricted)			1					1
Electrician		1						1
Facilities Asset Development Director	1							1
Facilities Cost Analyst	1							1
Financial Aide		1						1
Financial Analyst		1						1
Food Production Supervisor	1							1
Food Service Manager I	22	16			1		15	54
Food Service Manager II	14	2					2	18
Food Service Manager III	1							1
Food Service Manager IV	2						1	3
Food Service Manager V	7	1					4	12
Food Service Manager VII	1						1	2
Food Service Worker		68			1		5	74
Food Service Worker II (Driving)		1						1
Gardener		6						6
Health Care Assistant		58					3	61
Heating and Air Conditioning Fitter		2						2
Heavy Bus Driver		26						26
Infant Care Aide and (Restricted)			6					6
Instructional Aide (Braille)		1					1	2
Instructional Aide (Literacy) & (Restricted)		25	19				9	53
Instructional Aide (Math) & (Restricted)		5	2				2	9
Instructional Aide (Transitional Kindergarten) & (Restricted)		12	96				14	122
Instructional Aide for Students Who Are Deaf and Hard-of-Hearing-Signing		1						1
Instructional Aide I & (Restricted)		5	50				14	69
Instructional Aide-Computer Lab		4						4

Hire Data of All Classified Employees From August 11, 2025 to September 7, 2025 By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg / Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Labor Relations Administrator							1	1
Laboratory Supervisor		1						1
Library Aide		30						30
Licensed Vocational Nurse		9						9
Light Bus Driver		26						26
Maintenance Worker		2						2
Network Operations Center Analyst		1						1
Network Systems Technician		2						2
Occupational Center Financial Manager		1						1
Office Technician		11		2	3			16
Out-of-School Program Supervisor and (Restricted)		1				17		18
Out-of-School Program Worker and (Restricted)						5		5
Paralegal		1						1
Plant Manager I		11					8	19
Plant Manager II		5					3	8
Plant Manager III		1					2	3
Plant Manager IV		1					1	2
Plumber		3						3
Police Detective		4						4
Police Officer		1						1
Principal Administrative Analyst		1						1
Project Engineer		7						7
Records and Archive Technician							1	1
School Administrative Assistant		17					9	26
School Climate Advocate & (Restricted)		3	8				4	15
School Facilities Attendant (Restricted)		14			4			18
School Supervision Aide and (Restricted)		82	111			88	3	284
Selection Technician		1						1
Senior Accounting Analyst		4						4
Senior Carpenter	1							1
Senior Electrician							1	1
Senior Financial Manager		1						1
Senior Food Production Assistant	2							2
Senior Food Service Worker	7	52					6	65
Senior Human Resources Specialist (CPOS)							1	1
Senior Legal Secretary		1						1
Senior Office Technician		9					1	10
Senior Plumber		2						2
Sergeant		2						2

Hire Data of All Classified Employees From August 11, 2025 to September 7, 2025 By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg / Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Sheet Metal Worker		2						2
Sign Language Interpreter	1	3						4
Special Education Assistant		417			198		14	629
Special Education Trainee		1			322		3	326
Student and Family Resources Coordinator		4						4
Supervising Special Education Assistant		2						2
Tractor and Roller Operator		1						1
Reassignment Total	**63**	**1,140**	**418**	**2**	**544**	**114**	**144**	**2,425**
REHIRE								
Associate Project Engineer I		1						1
Athletics Assistant					5			5
Building and Grounds Worker		2						2
Campus Aide (Female/Restricted)			1					1
Campus Aide (Restricted)			5		7			12
Communication Support Assistant					1			1
Community Representative A and (Restricted)			1					1
Early Education Center Aide I & (Restricted)					5			5
Education Aide III (AVID)			1					1
Educational Resource Aide (Restricted)			1					1
Food Service Manager I		1						1
Food Service Worker		4			3			7
Instructional Aide (Braille)		1						1
Instructional Aide (Literacy) & (Restricted)		1	2					3
Instructional Aide (Transitional Kindergarten) & (Restricted)			3					3
Instructional Aide I & (Restricted)			10					10
IT Solution Technician		1						1
Library Aide		3						3
Licensed Vocational Nurse		1						1
Locksmith		1						1
Office Technician		2						2
Out-of-School Program Worker and (Restricted)						2		2
School Climate Advocate & (Restricted)			1					1
School Supervision Aide and (Restricted)			4					4
Senior Office Technician		1						1
Special Education Assistant		5			9			14
Special Education Trainee					41			41
Rehire Total		**24**	**27**		**71**	**2**	**2**	**126**
GRAND TOTAL	**63**	**1,205**	**512**	**2**	**917**	**146**	**146**	**2,991**

Summary

Temporary and Substitute employees are often needed for short periods of time to assume responsibilities for regular employees when they are unavailable; they are not intended to replace regular employees for an extended period of time. Positions for several classifications, such as Education Aides and Instructional Aides, are typically filled by restricted status employees.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

ATTACHMENT C

ROUTINE PERSONNEL ACTIONS

The Human Resources Division reports 482 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 482 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

Adaptive PE Teacher, K-12	4
Adult Ed Teacher, Day-to-Day Substitute	3
Adult Ed Teacher, P-P CT	1
Arts Education Itinerant Teacher	9
CTE Advisor	5
Early Childhood Ed Teacher	3
Elementary Teacher	95
Elementary Teacher, Day-to-Day Substitute	119
JTROC Sr. Instructor	1
K-12 Teacher, Substitute R	1
Non-Classroom Prep Assignment	3
Occupational Therapist, Sch, Sp	1
PSA Counselor	3
School Nurse	2
School Psychologist	5
Secondary Instructional Coach	1
Secondary School Counselor	1
Secondary Teacher	118
Special Ed School Physical Therapist	1
Special Ed Teacher, Moderate	6
Special Ed Teacher, RSP	6
Special Education Teacher	29
Speech & Language Pathologist	2
Teacher Assistant, Degree Track	62
Teacher Librarian	1

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

ATTACHMENT D

ROUTINE PERSONNEL ACTIONS – SENIOR MANAGEMENT

Approval of the amendment of the Superintendent's 2022-2026 employment agreement and the Superintendent's 2026 - 2030 employment agreement. See attached list.

Attachment D

Approval of Amendment of 2022-2026 Superintendent Employment Contract and 2026-2030 Employment Contract

NAME	TITLE	SERVICE	START DATE	END DATE	'*STEP	ANNUAL SALARY	AUTO/ALLOWANCE/ OTHER
Alberto M. Carvalho	General Superintendent	Certificated	2/14/2022	2/13/2026	N/A	$440,000.00	Auto & Other fringe benefits, incl. 12-month salary payment if terminated for no cause before expiration
Alberto M. Carvalho	General Superintendent	Certificated	2/14/2026	2/13/2030	N/A	$440,000.00	Auto & Other fringe benefits

* Employees who are in classifications with steps and are not at top step are eligible for an increase during contract.

TAB 9

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-076-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Human Resources - Provisional Internships Permits

Provisional Internship Permits
Human Resources Division

Brief Description:
(Provisional Internship Permit) Recommends approval of 17 teachers to be employed under the Provisional Internship Permit.

Action Proposed:
Approve request for 17 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

Background:
The Provisional Internship Permit became effective on July 1, 2005 in anticipation of the phasing out of the former authorizing document. The Provisional Internship Permit is valid for one year and may not be renewed. During the first year of employment, the Provisional Intern teacher must meet all requirements for entrance into an accredited intern program.

The Los Angeles County Office of Education grants authority to the District to employ potential Provisional Interns on a Temporary County Certificate until such time that the Board of Education approves their employment under the Provisional Internship Permit. Commission on Teacher Credentialing (CTC) regulations require that the request to employ Provisional Interns be approved by the Board and submitted to the CTC within three months of the teachers beginning their assignment.

The CTC requires that the governing board be presented with a list of teachers to be employed under the Provisional Internship Permit (Attachment A).

Expected Outcomes:
The approval of Provisional Internship Permits will enable the District to continue to staff teacher vacancies in shortage subject fields with individuals committed to completing the requirements to enter into an intern program and subsequently earn a full credential.

Board Options and Consequences:
Approval of Provisional Internship Permits will afford the District the opportunity to hire new special education, mathematics, music, multiple subject, physics and chemistry teachers who will be required to follow a prescribed and rigorous pathway that results in the earning of both full state and federal teacher certification.

If the Provisional Internship Permits are not approved, and a full-time teacher cannot be hired, classroom vacancies would be staffed by a series of individuals in possession of only Emergency 30-Day Substitute Teaching Permits. Day-to-day substitutes are not required to be enrolled in a teacher education program, and may only remain in a special education classroom for a maximum of twenty days, after which time they are

deemed by the State as inappropriately assigned.

Policy Implications:
This action does not change District policy.

Budget Impact:
There is no impact on the District's budget.

Student Impact:
The goal of Human Resources Division is to insure that there is an appropriately authorized teacher in every classroom. In areas of high need such as special education, mathematics, music, multiple subject, physics, and chemistry teachers where there might be a teacher shortage, the District may approve the use of Provisional Internship Permits, which authorize a teacher candidate to step into the classroom as the teacher of record while they take the necessary steps to enroll in a credential program.

Issues and Analysis:
Not applicable

Attachments:
Attachment A - Teachers with Provisional Intern Permits

Submitted:
09/26/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	Region	BD	Subject	Effective
1	Jacqueline Garcia-Rivera	Century Park Elementary	South	1	Extensive Support Needs & Mild/Moderate Support Needs	8/18/2025
2	Luka Owens	Gerald A Lawson Academy of the Arts Math Science Elementary	South	1	Extensive Support Needs & Mild/Moderate Support Needs	8/11/2025
3	Elvis Santizo	Figueroa Street Elementary	South	1	Extensive Support Needs & Mild/Moderate Support Needs	8/13/2025
4	Stefani Lux Hernandez	Joseph Pomeroy Widney Career Preparatory & Transition Center	South	1	Extensive Support Needs & Mild/Moderate Support Needs	8/20/2025
5	Brittany Hudley	Susan Miller Dorsey Senior High Sports Medicine/Law Magnet	South	1	Chemistry	8/26/2025
6	Trinice Walker	Johnnie L Cochran Jr Middle School	West	1	Extensive Support Needs & Mild/Moderate Support Needs	8/27/2025
7	Gasia Excel	North Hollywood Senior High	North	3	Chemistry	8/8/2025
8	Fabio Haddad	Virtual Academy Int Studies & World Lang	Option Schools (Central)	4	Physics and Mathematics	9/2/2025
9	Juana Delgadillo	Vanalden Avenue Early Education Center	North	4	Extensive Support Needs & Mild/Moderate Support Needs	8/18/2025
10	Johana Miramontes	Loyola Village Elementary Fine/Performing Arts Magnet	West	4	Multiple Subject	8/28/2025
11	Victoria Allen	Venice Senior High	West	4	Extensive Support Needs & Mild/Moderate Support Needs	8/22/2025
12	Monica Blancarte	Linda Esperanza Marquez Senior High Libra Academy	East	5	Extensive Support Needs & Mild/Moderate Support Needs	8/1/2025
13	Allison Splain	Sendak Elementary	North	6	Extensive Support Needs & Mild/Moderate Support Needs	8/13/2025
14	Christina Pineda	Halldale Elementary	South	7	Extensive Support Needs & Mild/Moderate Support Needs	8/21/2025
15	Mariana Torres	Gulf Avenue Elementary	South	7	Extensive Support Needs & Mild/Moderate Support Needs	8/14/2025
16	Lea Guardado	Arts Instr Program-Itinerant	Related Service		Music	8/15/2025
17	Alex Wong	Arts Instar Program-Itinerant	Related Service		Music	8/18/2025

TAB 10

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-078-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance College-Ready Middle Academy 8 [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance College-Ready Middle Academy 8) Recommends approval of the renewal petition for Alliance College-Ready Middle Academy 8, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance College-Ready Middle Academy 8 (Charter School), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 450 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance College-Ready Middle Academy 8 is a 6-8 school currently serving 397 students on a private facility at 113 S. Rowan Ave. Los Angeles, CA, 90063 in Board District 2 and Region East. Alliance College-Ready Middle Academy 8 was originally approved by the LAUSD Board of Education on February 12, 2013. On November 7, 2017 the charter school was renewed for a five-year term to serve 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance College-Ready Middle Academy 8 expires June 30, 2026.

On July 18, 2025, Alliance College-Ready Middle Academy 8 submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 16, 2025.

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

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

Due Diligence:
Current Alliance College-Ready Middle Academy 8 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. 078-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance College-Ready Middle Academy 8 Data Set
Attachment C - Alliance College-Ready Middle Academy 8 RSM Data
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/162lYZ26M45EmvlFtVpQI_NAzyKvykbTi?usp=sharing>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 078-25/26
October 14, 2025

School Name:	**Alliance College-Ready Middle Academy 8**		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:	**5200**		
Type of Site(s):	**Private**		
Site Address(es):	**113 S. Rowan Ave. Los Angeles, CA 90063**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**6-8**	Current Enrollment:	**397**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval 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 College-Ready Middle Academy 8 ("ACRMA 8" or "Charter School") 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 450 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

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

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance College-Ready Middle Academy 8
Initial Authorization:	On February 12, 2013, Alliance College-Ready Middle Academy 8 was authorized by the LAUSD Board of Education to serve 450 students in grades 6-8.
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 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance College-Ready Middle Academy 8 expires June 30, 2026.

	Alliance College-Ready Middle Academy 8
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to ACRMA 8: 1. Alliance College Ready Middle Academy 8 will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average. 2. Alliance College Ready Middle Academy 8 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher. 3. Alliance College Ready Middle Academy 8 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	ACRMA 8 submitted its renewal petition application on July 18, 2025. The 90-day statutory timeline for Board action on the petition runs through October 16, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	ACRMA 8 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ACRMA 8 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance College-Ready Middle Academy 8 is operated by Alliance College-Ready Public Schools, a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

ACRMA 8 has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

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

Please see the Alliance College-Ready Middle Academy 8 data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

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

Alliance College-Ready Middle Academy 8 Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Alliance College-Ready Middle Academy 8 - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-37.4**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-35.9	Low	-38.6	Higher
English Learner	Met	Very Low	-91.5	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-37.8	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-120.4	Very Low	-97.3	Lower

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

Alliance College-Ready Middle Academy 8 - 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**	**-51.1**	**-13.7**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-50.6	-14.7	Orange	-40.2	Lower
English Learner	Met	Red	-104.3	-12.8	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-51.9	-14.1	Orange	-42.6	Lower
Students with Disabilities	Met	Red	-122.7	-2.3	Red	-96.3	Lower

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

Alliance College-Ready Middle Academy 8 - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-29.9**	**21.2**	**Orange**	**-13.2**	**Lower**
Latino	Met	Yellow	-28.7	21.8	Orange	-39.3	Higher
English Learner	Met	Orange	-74.4	29.9	Orange	-67.6	Lower
Long Term English Learner	Met	Orange	-105.6	16.0	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-31.4	20.6	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-79.8	42.9	Red	-95.6	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 lower than the state for all four numerically significant student groups. In

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

Alliance College-Ready Middle Academy 8 - 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**	**-90.9**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-90.9	Low	-83.4	Lower
English Learner	Met	Very Low	-148.4	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-89.8	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-161.2	Very Low	-130.8	Lower

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

Alliance College-Ready Middle Academy 8 - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-102.1**	**-11.2**	**Orange**	**-49.1**	**Lower**
Latino	Met	Red	-102.0	-11.1	Orange	-80.8	Lower
English Learner	Met	Red	-156.3	-7.9	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-103.4	-13.6	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-160.5	0.6	Orange	-127.3	Lower

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

Alliance College-Ready Middle Academy 8 - 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**	**Yellow**	**-76.7**	**25.4**	**Orange**	**-47.6**	**Lower**
Latino	Met	Yellow	-75.1	26.9	Orange	-79.2	Higher
English Learner	Met	Orange	-118.5	37.7	Orange	-93.4	Lower
Long Term English Learner	Met	Orange	-155.4	14.9	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-77.6	25.7	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-130.4	30.2	Red	-124.3	Lower

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

e. English Learner Progress Indicator

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

Alliance College-Ready Middle Academy 8 - 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	High	59.3%	Medium	50.3%	Higher

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

Alliance College-Ready Middle Academy 8 - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	40.2%	-19.1%	Yellow	48.7%	Lower

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

Alliance College-Ready Middle Academy 8 - 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	Blue	58%	17.7%	Orange	45.7%	Higher
Long Term English Learner	Met	Blue	64.8%	18.7%	Orange	45.8%	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 and lower than the state for three of four numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for three 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 lower than the state for three of five numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for two out of four numerically significant student groups. In 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

As noted above, Alliance College Ready Middle Academy 8 has three (3) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

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

Benchmark 1: *Alliance College Ready Middle Academy 8 will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.*

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

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

Benchmark 2: *Alliance College Ready Middle Academy 8 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.*

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

Benchmark 2 was met in 2018-2019, 2022-2023, and 2024-2025. It was not met in 2019-2020 and 2023-2024. There was no update in 2020-2021 and 2021-2022.

Benchmark 3: *Alliance College Ready Middle Academy 8 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.*

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

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

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Alliance College-Ready Middle Academy 8 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Unsatisfactory*
2024-2025	*Proficient*
Concerns	The rating of *Unsatisfactory* in 2023-2024 was due to a majority of reported indicators that were rated at a "2" or "1."

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

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

VI. VERIFIED DATA

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

Alliance College-Ready Middle Academy 8 did submit verified data for consideration as part of its renewal application.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 ("Final Diagnostic" and "Spring (March 2-End of Year)"), respectively for All Students and for the following student groups: English Learner, Socioeconomically Disadvantaged, and Latino. In Math, Charter School also provided data for the Students with Disabilities student group. 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 369 students were assessed in Reading and 388 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 111%. 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 targets[1] 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 three student groups and all three student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade 6-8	369	Grades 6-8: 45%	111%	Met
Socioeconomically Disadvantaged	336	Grades 6-8: 45%	114%	Met
English Learner	64	Grades 6-8: 45%	117%	Met
Latino	364	Grades 6-8: 45%	111%	Met

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

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

Although Charter School did not submit ELA data for the Students with Disabilities student group for 2023-2024 or 2024-2025, a majority of student groups (English Learner, Socioeconomically Disadvantaged, Latino) met one year's progress in ELA in both years.

MATH

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

[1] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.
[2] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

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 360 students were assessed in Math and 388 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data does not appear 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 111%. Based on i-Ready's Median Progress to Typical Growth targets[3] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.

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

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	360	Grades 6-8: 60%	111%	Met
Socioeconomically Disadvantaged	327	Grades 6-8: 60%	115%	Met
English Learner	62	Grades 6-8: 60%	109%	Met
Latino	355	Grades 6-8: 60%	111%	Met
Students with Disabilities	48	Grades 6-8: 60%	80%	Met

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

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

Based on the review and consideration of verified data, Alliance College-Ready Middle Academy 8 included two years of data, including schoolwide and student group reports (English Learner,

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

Socioeconomically Disadvantaged, Latino) for ELA and Math. In Math, Charter School also provided two years of data for Students with Disabilities. In 2023-2024, Alliance College-Ready Middle Academy 8 appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups in Math, but not in ELA. In 2024-2025, Alliance College-Ready Middle Academy 8 appears to have met the 95 percent participation rate in ELA, but not in Math.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided two years of verified data, staff determined that the school's performance in ELA and Math requires further review due to the noted participation rate issues with verified data.

Staff conducted a further analysis of ELA in comparison to the Resident Schools Median (RSM).[4] As indicated in the tables below, ACRMA 8's data indicates that its student performance on the California School Dashboard in 2021-2022 was lower for All Students, but higher for a majority of numerically significant student groups. In 2022-2023, the charter school was lower for All Students and for a majority of numerically significant student groups. In 2023-2024, the charter school was higher for All Students and all numerically significant student groups.

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

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**408**	**Low**	**-37.4**	**4,306**	**Low**	**-32.5**	**Lower**
Latino	397	Low	-35.9	4,111	Low	-40.0	Higher
English Learner	112	Very Low	-91.5	1,125	Very Low	-99.6	Higher
Socioeconomically Disadvantaged	385	Low	-37.8	4,063	Low	-39.5	Higher
Students with Disabilities	58	Very Low	-120.4	726	Very Low	-107.5	Lower

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

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

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**391**	**Orange**	**-51.1**	**4,346**	**Orange**	**-41.9**	**Lower**
Latino	386	Orange	-50.6	4,109	Orange	-45.3	Lower

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

Alliance College-Ready Middle Academy 8 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
English Learner	112	Red	-104.3	1,169	Red	-106.2	Higher
Socioeconomically Disadvantaged	377	Orange	-51.9	4,127	Orange	-46.6	Lower
Students with Disabilities	61	Red	-122.7	759	Red	-110.9	Lower

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

Alliance College-Ready Middle Academy 8 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**374**	**Yellow**	**-29.9**	**4,152**	**Yellow**	**-32.3**	**Higher**
Latino	369	Yellow	-28.7	3,955	Yellow	-34.1	Higher
English Learner	105	Orange	-74.4	1,216	Orange	-89.4	Higher
Long Term English Learner	54	Orange	-105.6	371	Orange	-115.2	Higher
Socioeconomically Disadvantaged	359	Yellow	-31.4	3,858	Yellow	-33.0	Higher
Students with Disabilities	57	Orange	-79.8	748	Orange	-109.8	Higher

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

Staff conducted a further analysis of Math in comparison to the Resident Schools Median (RSM).[5] As indicated in the tables below, when comparing the charter school to the RSM, ACRMA 8's data indicates that its student performance on the California School Dashboard in 2022 and 2024 was higher than the RSM for All Students and all numerically significant student groups in Math. The student performance on the California School Dashboard in 2023 was lower than the RSM for All Students and all numerically significant student groups in Math.

Alliance College-Ready Middle Academy 8 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Status Level**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Status Level**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**407**	**Low**	**-90.9**	**4,277**	**Very Low**	**-96.2**	**Higher**
Latino	396	Low	-90.9	4,084	Low	-94.9	Higher

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

English Learner	111	Very Low	-148.4	1,117	Very Low	-151.5	Higher
Socioeconomically Disadvantaged	384	Low	-89.8	4,037	Very Low	-99.1	Higher
Students with Disabilities	57	Very Low	-161.2	721	Very Low	-165.7	Higher

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

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

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**391**	**Red**	**-102.1**	**4,342**	**Orange**	**-91.2**	**Lower**
Latino	386	Red	-102.0	4,104	Orange	-91.2	Lower
English Learner	112	Red	-156.3	1,167	Orange	-141.6	Lower
Socioeconomically Disadvantaged	377	Red	-103.4	4,122	Orange	-92.8	Lower
Students with Disabilities	62	Red	-160.5	756	Orange	-159.7	Lower

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

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

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**374**	**Yellow**	**-76.7**	**4,166**	**Yellow**	**-83.0**	**Higher**
Latino	369	Yellow	-75.1	3,973	Yellow	-83.8	Higher
English Learner	105	Orange	-118.5	1,232	Orange	-123.0	Higher
Long Term English Learner	54	Orange	-155.4	372	Red	-166.7	Higher
Socioeconomically Disadvantaged	359	Yellow	-77.6	3,873	Yellow	-84.5	Higher
Students with Disabilities	57	Orange	-130.4	744	Orange	-152.0	Higher

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance College-Ready Middle Academy 8's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$3,948,906	$3,923,075	$4,351,733	$3,865,073	$3,572,790
Net Income/Loss	$1,264,148	($25,831) [2]	$428,658	($486,660) [3]	($292,283) [3]
Transfers In/Out	$2,268 [1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	429	431	411	391	397

[1] According to Alliance College-Ready Public Schools ("Alliance"), the money transfer of $2,268 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] The net loss of ($25,831) reported in FY 2021-2022 was primarily due to higher-than-expected budgeted expenses.

[3] According to Alliance, the reported net loss of ($486,660) for FY 2023-2024 and the projected net loss of ($292,283) for FY 2024-2025 were partially attributed to lower one-time funding available to schools, coupled with higher compensation, substitute teacher services, and lower overall enrollment.

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		**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)
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.

ATTACHMENT B

Alliance College-Ready Middle Academy 8

Board District: 2 | Region: East | Location Code: 5200

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	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%	408	-37.4	Low	-12.2	Lower	99%	391	-51.1	-13.7	Declined	Orange	-13.6	Lower	100%	374	-29.9	21.2	Increased Significantly	Yellow	-13.2	Lower
English Learner	99%	112	-91.5	Very Low	-61.2	Lower	100%	112	-104.3	-12.8	Declined	Red	-67.7	Lower	99%	105	-74.4	29.9	Increased Significantly	Orange	-67.6	Lower
Latino	99%	397	-35.9	Low	-38.6	Higher	98%	386	-50.6	-14.7	Declined	Orange	-40.2	Lower	100%	369	-28.7	21.8	Increased Significantly	Yellow	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	54	-105.6	16.0	Increased Significantly	Orange	-109.6	Higher
Socioeconomically Disadvantaged	99%	385	-37.8	Low	-41.4	Higher	98%	377	-51.9	-14.1	Declined	Orange	-42.6	Lower	100%	359	-31.4	20.6	Increased Significantly	Yellow	-40.9	Higher
Students with Disabilities	100%	58	-120.4	Very Low	-97.3	Lower	98%	61	-122.7	-2.3	Maintained	Red	-96.3	Lower	100%	57	-79.8	42.9	Increased Significantly	Orange	-95.6	Higher

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 8

Board District: 2 | Region: East | Location Code: 5200

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	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%	407	-90.9	Low	-51.7	Lower	99%	391	-102.1	-11.2	Declined	Red	-49.1	Lower	100%	374	-76.7	25.4	Increased Significantly	Yellow	-47.6	Lower
English Learner	98%	111	-148.4	Very Low	-92.0	Lower	100%	112	-156.3	-7.9	Declined	Red	-93.4	Lower	99%	105	-118.5	37.7	Increased Significantly	Orange	-93.4	Lower
Latino	99%	396	-90.9	Low	-83.4	Lower	99%	386	-102.0	-11.1	Declined	Red	-80.8	Lower	100%	369	-75.1	26.9	Increased Significantly	Yellow	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	54	-155.4	14.9	Increased	Orange	-163.5	Higher
Socioeconomically Disadvantaged	99%	384	-89.8	Low	-84.0	Lower	98%	377	-103.4	-13.6	Declined	Red	-80.8	Lower	100%	359	-77.6	25.7	Increased Significantly	Yellow	-78.2	Higher
Students with Disabilities	98%	57	-161.2	Very Low	-130.8	Lower	100%	62	-160.5	0.6	Maintained	Red	-127.3	Lower	100%	57	-130.4	30.2	Increased Significantly	Orange	-124.3	Lower

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 8

Board District: 2 | Region: East | Location Code: 5200

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

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	86	59.3%	High	50.3%	Higher	82	40.2%	-19.1	Declined Significantly	Red	48.7%	Lower	69	58.0%	17.7	Increased Significantly	Blue	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	54	64.8%	18.7	Increased Significantly	Blue	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	59.3%	0%	32.6%	8.1%	47.5%	2.8%	31.4%	18.3%
2023	EL	40.2%	0%	36.6%	23.2%	45.7%	2.3%	32.2%	18.3%
2024	EL	58.0%	0%	30.4%	11.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	64.8%	0%	25.9%	9.3%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	91	92	98.9%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	85	85	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	42	42	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	71	71	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	36	36	100.0%	Y	182,603	190,459	95.9%	Y

Alliance College-Ready Middle Academy 8

Board District: 2 | Region: East | Location Code: 5200

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	435	34.0%	Very High	30.0%	Higher	416	29.6%	-4.5	Declined Significantly	Yellow	24.3%	Higher	398	21.1%	-8.5	Declined Significantly	Yellow	18.6%	Higher
English Learner	97	44.3%	Very High	33.6%	Higher	99	25.3%	-19.1	Declined	Orange	26.3%	Lower	76	22.4%	-2.9	Declined	Orange	20.1%	Higher
Latino	424	34.7%	Very High	35.8%	Lower	411	29.9%	-4.7	Declined Significantly	Yellow	28.4%	Higher	391	21.2%	-8.7	Declined Significantly	Yellow	21.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	57	19.3%	-6.3	Declined	Yellow	23.9%	Lower
Socioeconomically Disadvantaged	409	33.3%	Very High	37.4%	Lower	401	30.2%	-3.1	Declined Significantly	Yellow	29.9%	Higher	381	20.7%	-9.4	Declined Significantly	Yellow	23.4%	Lower
Students with Disabilities	62	33.9%	Very High	39.6%	Lower	64	34.4%	0.5	Increased	Red	33.1%	Higher	62	32.3%	-2.1	Declined	Orange	26.3%	Higher

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 8

Board District: 2 | Region: East | Location Code: 5200

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	443	1.4%	Low	3.1%	Lower	423	2.1%	0.8	Increased	Orange	3.5%	Lower	410	0.2%	-1.9	Declined	Blue	3.2%	Lower
English Learner	99	4.0%	Medium	3.2%	Higher	100	3.0%	-1.0	Declined	Green	3.7%	Lower	78	0.0%	-3.0	Declined	Blue	3.4%	Lower
Latino	431	1.2%	Low	3.3%	Lower	417	2.2%	1.0	Increased	Orange	3.8%	Lower	403	0.2%	-1.9	Declined	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	58	0.0%	-3.8	Declined	Blue	8.1%	Lower
Socioeconomically Disadvantaged	416	1.4%	Low	4.0%	Lower	405	2.2%	0.8	Increased	Orange	4.5%	Lower	391	0.3%	-2.0	Declined	Blue	4.0%	Lower
Students with Disabilities	63	6.3%	Medium	5.4%	Higher	65	1.5%	-4.8	Declined	Green	5.9%	Lower	63	0.0%	-1.5	Declined	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 8

Board District: 2 | Region: East | Location Code: 5200

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	392	529,902	5,837,690	396	516,685	5,806,221
F/R Meal	95.4%	80.6%	61.6%	93.7%	81.9%	62.7%
GATE	1.8%	11.6%	N/A	3.3%	13.0%	N/A
English Learner	18.1%	20.1%	18.4%	16.4%	18.6%	17.4%
Foster Youth	0.5%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	2.6%	2.1%	3.6%	2.5%	2.7%	4.0%
Socioeconomically Disadvantaged	95.7%	81.3%	62.7%	93.7%	82.4%	63.6%
Students w/ Disabilities	15.8%	14.8%	13.7%	13.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.8%	7.3%	4.9%	0.0%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.3%	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	98.2%	73.8%	56.1%	99.2%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	1.0%	1.8%	1.1%	0.5%	2.2%	1.2%

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

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

Alliance College-Ready Middle Academy 8

Board District: 2 | Region: East | Location Code: 5200

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	45	17.1%	17,921	7.3%	226,508	11.1%	37	16.3%	15,302	6.5%	211,186	10.6%	26	12.2%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	0.4%	17,295	7.1%	144,189	7.1%	1	0.4%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	4	1.5%	60,457	24.7%	505,486	24.8%	5	2.2%	60,574	25.7%	519,651	26.0%	8	3.8%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	39	14.8%	18,850	7.7%	236,319	11.6%	28	12.3%	14,725	6.2%	207,768	10.4%	31	14.6%	13,775	6.2%	178,306	9.3%
EL Total	89	33.8%	114,523	46.8%	1,112,502	54.5%	71	31.3%	106,318	45.0%	1,074,793	53.8%	65	30.5%	95,959	43.3%	1,009,030	52.6%
RFEP	174	66.2%	130,377	53.2%	927,694	45.5%	156	68.7%	129,789	55.0%	924,422	46.2%	148	69.5%	125,465	56.7%	909,298	47.4%
Total Ever EL	263	100.0%	244,900	100.0%	2,040,196	100.0%	227	100.0%	236,107	100.0%	1,999,215	100.0%	213	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/filesltel.asp

Alliance College-Ready Middle Academy 8

Board District: 2 | Region: East | Location Code: 5200

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	392			529,902			396			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	62	100%	15.8%	78,319	100%	14.8%	55	100%	13.9%	80,505	100%	15.6%
High Incidence	51	82.3%	13%	52,153	66.6%	9.8%	46	83.6%	11.6%	52,412	65.1%	10.1%
Low Incidence	11	17.7%	2.8%	26,162	33.4%	4.9%	9	16.4%	2.3%	28,084	34.9%	5.4%
Autism	8	12.9%	2%	18,713	23.9%	3.5%	6	10.9%	1.5%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	1	1.6%	0.3%	1,148	1.5%	0.2%	1	1.8%	0.3%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	1.6%	0.3%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	1.6%	0.3%	3,393	4.3%	0.6%	1	1.8%	0.3%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	5	8.1%	1.3%	10,930	14%	2.1%	5	9.1%	1.3%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	39	62.9%	9.9%	29,615	37.8%	5.6%	38	69.1%	9.6%	29,368	36.5%	5.7%
Speech or Language Impairment	7	11.3%	1.8%	11,608	14.8%	2.2%	3	5.5%	0.8%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	1	1.8%	0.3%	175	0.2%	0%

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

Alliance College-Ready Middle Academy 8

Resident Schools Data Set

Academic Performance Medians- English Language Arts

2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Alliance College-Ready Middle Academy 8	N/A	All Students	408	-37.4	Low	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Belvedere Middle	N/A	All Students	642	-39.0	Low	Higher
El Sereno Middle	12%	All Students	848	-32.5	Low	Lower
Griffith Middle	N/A	All Students	1,095	-12.8	Low	Lower
Hollenbeck Middle	N/A	All Students	879	-24.9	Low	Lower
Robert Louis Stevenson College and Career Preparatory	14%	All Students	842	-45.0	Low	Higher
Resident Schools Median	**N/A**	**All Students**	**4,306**	**-32.5**	**Low**	**Lower**

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

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

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**408**	**Low**	**-37.4**	**4,306**	**Low**	**-32.5**	**Lower**
Latino	397	Low	-35.9	4,111	Low	-40.0	Higher
English Learner	112	Very Low	-91.5	1,125	Very Low	-99.6	Higher
Socioeconomically Disadvantaged	385	Low	-37.8	4,063	Low	-39.5	Higher
Students with Disabilities	58	Very Low	-120.4	726	Very Low	-107.5	Lower

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

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)** **N/A**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alliance College-Ready Middle Academy 8	N/A	All Students	391	Orange	-51.1	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Belvedere Middle	N/A	All Students	686	Orange	-51.9	Higher
El Sereno Middle	12%	All Students	788	Orange	-40.2	Lower
Griffith Middle	N/A	All Students	1,105	Orange	-31.2	Lower
Hollenbeck Middle	N/A	All Students	953	Orange	-41.9	Lower
Robert Louis Stevenson College and Career Preparatory	14%	All Students	814	Orange	-44.8	Lower
Resident Schools Median	**N/A**	**All Students**	**4,346**	**Orange**	**-41.9**	**Lower**

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

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

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**391**	**Orange**	**-51.1**	**4,346**	**Orange**	**-41.9**	**Lower**
Latino	386	Orange	-50.6	4,109	Orange	-45.3	Lower
English Learner	112	Red	-104.3	1,169	Red	-106.2	Higher
Socioeconomically Disadvantaged	377	Orange	-51.9	4,127	Orange	-46.6	Lower
Students with Disabilities	61	Red	-122.7	759	Red	-110.9	Lower

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

2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)** N/A	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alliance College-Ready Middle Academy 8	N/A	All Students	374	Yellow	-29.9	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Belvedere Middle	N/A	All Students	685	Orange	-52.9	Higher
El Sereno Middle	12%	All Students	747	Yellow	-22.2	Lower
Griffith Middle	N/A	All Students	1,006	Yellow	-23.0	Lower
Hollenbeck Middle	N/A	All Students	957	Yellow	-32.3	Higher
Robert Louis Stevenson College and Career Preparatory	14%	All Students	757	Orange	-42.0	Higher
Resident Schools Median	**N/A**	**All Students**	**4,152**	**Yellow**	**-32.3**	**Higher**

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

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

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**374**	**Yellow**	**-29.9**	**4,152**	**Yellow**	**-32.3**	**Higher**
Latino	369	Yellow	-28.7	3,955	Yellow	-34.1	Higher
English Learner	105	Orange	-74.4	1,216	Orange	-89.4	Higher
Long Term English Learner	54	Orange	-105.6	371	Orange	-115.2	Higher

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

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
Socioeconomically Disadvantaged	359	Yellow	-31.4	3,858	Yellow	-33.0	Higher
Students with Disabilities	57	Orange	-79.8	748	Orange	-109.8	Higher

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

Alliance College-Ready Middle Academy 8

Resident Schools Data Set
Academic Performance Medians- Math

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Alliance College-Ready Middle Academy 8	N/A	All Students	407	-90.9	Low	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Belvedere Middle	N/A	All Students	635	-100.8	Very Low	Higher
El Sereno Middle	12%	All Students	847	-55.6	Low	Lower
Griffith Middle	N/A	All Students	1,071	-96.2	Very Low	Higher
Hollenbeck Middle	N/A	All Students	881	-66.8	Low	Lower
Robert Louis Stevenson College and Career Preparatory	14%	All Students	843	-113.7	Very Low	Higher
Resident Schools Median	**N/A**	**All Students**	**4,277**	**-96.2**	**Very Low**	**Higher**

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

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

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**407**	**Low**	**-90.9**	**4,277**	**Very Low**	**-96.2**	**Higher**
Latino	396	Low	-90.9	4,084	Low	-94.9	Higher
English Learner	111	Very Low	-148.4	1,117	Very Low	-151.5	Higher
Socioeconomically Disadvantaged	384	Low	-89.8	4,037	Very Low	-99.1	Higher

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students							
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**	
Students with Disabilities	57	Very Low	-161.2	721	Very Low	-165.7	Higher

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

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alliance College-Ready Middle Academy 8	N/A	All Students	391	Red	-102.1	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Belvedere Middle	N/A	All Students	683	Yellow	-91.2	Lower
El Sereno Middle	12%	All Students	794	Orange	-62.4	Lower
Griffith Middle	N/A	All Students	1,100	Orange	-94.1	Lower
Hollenbeck Middle	N/A	All Students	953	Orange	-73.2	Lower
Robert Louis Stevenson College and Career Preparatory	14%	All Students	812	Orange	-103.1	Higher
Resident Schools Median	**N/A**	**All Students**	**4,342**	**Orange**	**-91.2**	**Lower**

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

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

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**391**	**Red**	**-102.1**	**4,342**	**Orange**	**-91.2**	**Lower**
Latino	386	Red	-102.0	4,104	Orange	-91.2	Lower
English Learner	112	Red	-156.3	1,167	Orange	-141.6	Lower
Socioeconomically Disadvantaged	377	Red	-103.4	4,122	Orange	-92.8	Lower
Students with Disabilities	62	Red	-160.5	756	Orange	-159.7	Lower

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

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students

School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter to Resident Comparison (DFS)
Alliance College-Ready Middle Academy 8	N/A	All Students	374	Yellow	-76.7	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Belvedere Middle	N/A	All Students	688	Orange	-90.7	Higher
El Sereno Middle	12%	All Students	740	Yellow	-43.3	Lower
Griffith Middle	N/A	All Students	1,019	Yellow	-83.0	Higher
Hollenbeck Middle	N/A	All Students	960	Yellow	-57.3	Lower
Robert Louis Stevenson College and Career Preparatory	14%	All Students	759	Orange	-95.5	Higher
Resident Schools Median	**N/A**	**All Students**	**4,166**	**Yellow**	**-83.0**	**Higher**

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

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

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**374**	**Yellow**	**-76.7**	**4,166**	**Yellow**	**-83.0**	**Higher**
Latino	369	Yellow	-75.1	3,973	Yellow	-83.8	Higher
English Learner	105	Orange	-118.5	1,232	Orange	-123.0	Higher
Long Term English Learner	54	Orange	-155.4	372	Red	-166.7	Higher
Socioeconomically Disadvantaged	359	Yellow	-77.6	3,873	Yellow	-84.5	Higher
Students with Disabilities	57	Orange	-130.4	744	Orange	-152.0	Higher

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

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE COLLEGE-READY MIDDLE ACADEMY 8
BOARD OF EDUCATION REPORT 078-25/26
October 14, 2025

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

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance College-Ready Middle Academy 8 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:
Kristi Maar
KRISTI MAAR
Specialist,
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 11

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-079-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance College-Ready Middle Academy 12
[PUBLIC HEARING]
Charter Schools Division

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

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

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

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

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

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

Due Diligence:
Current Alliance College-Ready Middle Academy 12 governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School

would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 079-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and,

to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance College-Ready Middle Academy 12 Data Set
Attachment C - Alliance College-Ready Middle Academy 12 RSM Data
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1xyFlx2jCeUZxmRSwCj_7BKIz53cpcOwS?usp=sharing>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 079-25/26
October 14, 2025

School Name:	**Alliance College-Ready Middle Academy 12**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**5202**		
Type of Site(s):	**Private**		
Site Address(es):	**131 E. 50th Street, Los Angeles, CA 90011**		
Board District(s):	**7**	Region(s):	**East**
Grade Levels Served:	**6-8**	Current Enrollment:	**494**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for Alliance College-Ready Middle Academy 12 for the 2026-2031 charter term: 1. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for All Students as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 2. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for English Learners as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 3. In each year of the charter term, the school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students		

PROPOSED BENCHMARKS (CONT.):	that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress. 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.

STAFF ASSESSMENT

I. ACTION PROPOSED

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

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

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

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance College-Ready Middle Academy 12
Initial Authorization:	On February 12, 2013, Alliance College-Ready Middle Academy 12 was authorized by the LAUSD Board of Education to serve 450 students in grades 6-8.
Most Recent Renewal	The charter was renewed on November 7, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance College-Ready Middle Academy 12 expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to ACRMA 12: 1. Alliance College Ready 12 will increase the percentage of English Learners (thereby decreasing the Long-Term English Learners percentage) demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average. 2. Alliance College Ready 12 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.

	Alliance College-Ready Middle Academy 12
Board Benchmarks in Current Charter Term (cont.):	3. Alliance College Ready 12 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	ACRMA 12 submitted its renewal petition application on July 18, 2025. The 90-day statutory timeline for Board action on the petition runs through October 16, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	ACRMA 12 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ACRMA 12 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

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

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

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

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

b. Measurements of Academic Performance on the California School Dashboard

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

Alliance College-Ready Middle Academy 12

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

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

c. English Language Arts Indicator

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

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

Alliance College-Ready Middle Academy 12- English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-48.5**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-48.6	Low	-38.6	Lower
English Learner	Met	Very Low	-90.9	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-47.9	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-128.8	Very Low	-97.3	Lower

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

Alliance College-Ready Middle Academy 12- English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-56.7**	**-8.2**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-57.0	-8.5	Orange	-40.2	Lower
English Learner	Met	Red	-101.1	-10.2	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-56.8	-8.9	Orange	-42.6	Lower
Students with Disabilities	Met	Red	-139.1	-10.3	Red	-96.3	Lower

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

Alliance College-Ready Middle Academy 12- English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-71.0**	**-14.4**	**Orange**	**-13.2**	**Lower**
Latino	Met	Red	-71.1	-14.0	Orange	-39.3	Lower
English Learner	Met	Red	-104.4	-3.3	Orange	-67.6	Lower
Long Term English Learner	Met	Red	-140.4	-23.1	Red	-109.6	Lower
Socioeconomically Disadvantaged	Met	Orange	-69.0	-12.2	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-134.1	4.9	Red	-95.6	Lower

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

d. Math Indicator

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

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

Alliance College-Ready Middle Academy 12- Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-98.3**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-98.1	Low	-83.4	Lower

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

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

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

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

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

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

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

e. English Learner Progress Indicator

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

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

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

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

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

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

Alliance College-Ready Middle Academy 12 - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	60.3%	5.9%	Yellow	48.7%	Higher

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

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

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	33.6%	-26.7%	Orange	45.7%	Lower
Long Term English Learner	Met	Red	35.1%	-21.1%	Orange	45.8%	Lower

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

f. College/Career Indicator
Not applicable

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

h. Graduation Indicator [HS only]
Not applicable

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

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

k. Additional Information

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

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

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

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

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

Benchmark 2: *Alliance College Ready 12 will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.*

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

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

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

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

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

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

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

VI. VERIFIED DATA

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

ELA

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

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

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 144%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Reading in 2024-2025.

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

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

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

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

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

MATH

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

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

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 115%. Based on i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.
As seen in the table below, Charter School provided the most recent data for four student groups and a majority of student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

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

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

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

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

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

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

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

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

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

Resident Schools Analysis

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

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

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

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

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

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

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

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

Alliance College-Ready Middle Academy 12 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
Socioeconomically Disadvantaged	444	Yellow	-91.8	3,591	Orange	-122.5	Higher
Students with Disabilities	54	Orange	-164.1	575	Orange	-190.2	Higher

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

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

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

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

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

b. 2023-2024 Independent Audit Report

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

c. Other Significant Fiscal Information

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

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**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)
23 [2]	23 [2]	$210,453,999	($16,812,281) [3]	$45,498,889	($16,649,281) [3]

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

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

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

Alliance College-Ready Middle Academy 12

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

CA Dashboard: Academic Performance - English Language Arts

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/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.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023							Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	489	-48.5	Low	-12.2	Lower	100%	477	-56.7	-8.2	Declined	Orange	-13.6	Lower	99%	476	-71.0	-14.4	Declined	Red	-13.2	Lower
African American/Black	100%	5	*	*	-57.7	*	100%	3	*	*	*	*	-59.6	*	100%	7	*	*	*	*	-58.9	*
Asian	100%	1	*	*	63.0	*	100%	1	*	*	*	*	61.8	*							60.7	
English Learner	100%	175	-90.9	Very Low	-61.2	Lower	100%	180	-101.1	-10.2	Declined	Red	-67.7	Lower	99%	224	-104.4	-3.3	Declined	Red	-67.6	Lower
Foster Youth	100%	5	*	*	-85.6	*	100%	2	*	*	*	*	-89.2	*	100%	2	*	*	*	*	-87.3	*
Latino	100%	481	-48.6	Low	-38.6	Lower	100%	471	-57.0	-8.5	Declined	Orange	-40.2	Lower	99%	464	-71.1	-14.0	Declined	Red	-39.3	Lower
Homeless Youth	100%	4	*	*	-62.9	*	100%	0	*	*	*	*	-67.9	*							-70.4	
Long-Term English Learner															98%	94	-140.4	-23.1	Declined Significantly	Red	-109.6	Lower
Socioeconomically Disadvantaged	100%	481	-47.9	Low	-41.4	Lower	100%	473	-56.8	-8.9	Declined	Orange	-42.6	Lower	99%	445	-69.0	-12.2	Declined	Orange	-40.9	Lower
Students with Disabilities	100%	38	-128.8	Very Low	-97.3	Lower	98%	55	-139.1	-10.3	Declined	Red	-96.3	Lower	100%	55	-134.1	4.9	Increased	Orange	-95.6	Lower
White					21.9								20.8		100%	2	*	*	*	*	19.2	*

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 12

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

CA Dashboard: Academic Performance - Math

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/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.

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

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 12

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

CA Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A blank cell means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/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.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	112	54.5%	Medium	50.3%	Higher	126	60.3%	5.9	Increased	Green	48.7%	Higher	134	33.6%	-26.7	Declined Significantly	Red	45.7%	Lower
Long-Term English Learner													94	35.1%	-21.1	Declined Significantly	Red	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	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	50.9%	3.6%	30.4%	15.2%	47.5%	2.8%	31.4%	18.3%
2023	EL	58.7%	1.6%	21.4%	18.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	32.8%	0.7%	29.1%	37.3%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	34.0%	1.1%	27.7%	37.2%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	113	114	99.1%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	127	128	99.2%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	55	55	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	137	138	99.3%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	73	74	98.6%	Y	182,603	190,459	95.9%	Y

Alliance College-Ready Middle Academy 12

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

CA Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A blank cell means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/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.

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	498	18.7%	High	30.0%	Lower	504	7.3%	-11.3	Declined Significantly	Green	24.3%	Lower	510	15.9%	8.5	Increased Significantly	Red	18.6%	Lower
African American/Black	5	*	*	42.9%	*	4	*	*	*	*	36.4%	*	11	*	*	*	*	31.3%	*
Asian	1	*	*	11.5%	*	1	*	*	*	*	10.1%	*						7.5%	
English Learner	121	26.4%	Very High	33.6%	Lower	145	11.7%	-14.7	Declined	Yellow	26.3%	Lower	143	19.6%	7.9	Increased	Orange	20.1%	Lower
Foster Youth	5	*	*	42.1%	*	2	*	*	*	*	33.6%	*	2	*	*	*	*	30.5%	*
Latino	490	18.6%	High	35.8%	Lower	497	7.0%	-11.5	Declined Significantly	Green	28.4%	Lower	492	15.0%	8.0	Increased Significantly	Red	21.7%	Lower
Homeless Youth	4	*	*	45.1%	*	1	*	*	*	*	38.7%	*	3	*	*	*	*	32.7%	*
Long-Term English Learner													98	21.4%	10.9	Increased	Red	23.9%	Lower
Two or More	2	*	*	25.1%	*	2	*	*	*	*	21.6%	*	5	*	*	*	*	16.2%	*
Socioeconomically Disadvantaged	488	19.1%	High	37.4%	Lower	498	7.4%	-11.6	Declined Significantly	Green	29.9%	Lower	476	15.1%	7.7	Increased Significantly	Red	23.4%	Lower
Students with Disabilities	40	32.5%	Very High	39.6%	Lower	59	18.6%	-13.9	Declined	Yellow	33.1%	Lower	56	25.0%	6.4	Increased	Red	26.3%	Lower
White				21.9%							18.5%		2	*	*	*	*	13.5%	*

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 12

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

CA Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A blank cell means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported.

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	499	1.8%	Low	3.1%	Lower	509	5.5%	3.7	Increased	Orange	3.5%	Higher	514	0.8%	-4.7	Declined Significantly	Blue	3.2%	Lower
African American/Black	5	*	*	7.9%	*	4	*	*	*	*	8.8%	*	11	*	*	*	*	8.4%	*
Asian	1	*	*	0.9%	*	1	*	*	*	*	1.1%	*						1.0%	
English Learner	121	1.7%	Low	3.2%	Lower	146	7.5%	5.9	Increased	Orange	3.7%	Higher	144	1.4%	-6.1	Declined	Green	3.4%	Lower
Foster Youth	5	*	*	12.4%	*	2	*	*	*	*	13.6%	*	2	*	*	*	*	13.2%	*
Latino	491	1.8%	Low	3.3%	Lower	502	5.6%	3.7	Increased	Orange	3.8%	Higher	496	0.8%	-4.8	Declined Significantly	Blue	3.4%	Lower
Homeless Youth	4	*	*	5.5%	*	2	*	*	*	*	6.5%	*	3	*	*	*	*	5.7%	*
Long-Term English Learner													99	2.0%	-4.3	Declined	Green	8.1%	Lower
Two or More	2	*	*	2.9%	*	2	*	*	*	*	3.3%	*	5	*	*	*	*	3.0%	*
Socioeconomically Disadvantaged	489	1.8%	Low	4.0%	Lower	503	5.6%	3.7	Increased	Orange	4.5%	Higher	477	0.8%	-4.7	Declined Significantly	Blue	4.0%	Lower
Students with Disabilities	40	0.0%	Very Low	5.4%	Lower	59	3.4%	3.4	Increased	Orange	5.9%	Lower	58	3.4%	0.1	Maintained	Yellow	5.4%	Lower
White				2.6%							2.9%		2	*	*	*	*	2.6%	*

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 12

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

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/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.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	495	529,902	5,837,690	496	516,685	5,806,221
F/R Meal	92.7%	80.6%	61.6%	91.9%	81.9%	62.7%
GATE	2.8%	11.6%	N/A	2.8%	13.0%	N/A
English Learner	27.7%	20.1%	18.4%	28.0%	18.6%	17.4%
Foster Youth	0.4%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	0.4%	2.1%	3.6%	0.6%	2.7%	4.0%
Socioeconomically Disadvantaged	93.1%	81.3%	62.7%	92.3%	82.4%	63.6%
Students w/ Disabilities	11.1%	14.8%	13.7%	9.5%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
Black or African American	2.0%	7.3%	4.9%	1.4%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	97.0%	73.8%	56.1%	95.6%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.2%	9.8%	20.3%	0.6%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.8%	1.8%	1.1%	2.4%	2.2%	1.2%

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

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

Alliance College-Ready Middle Academy 12

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

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	56	14.1%	17,921	7.3%	226,508	11.1%	72	18.0%	15,302	6.5%	211,186	10.6%	89	22.6%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	5	1.3%	22,266	9.1%	211,838	10.4%	6	1.5%	20,169	8.5%	192,824	9.6%	2	0.5%	15,041	6.8%	163,190	8.5%
EL 0-3 Years	2	0.5%	60,457	24.7%	505,486	24.8%	4	1.0%	60,574	25.7%	519,651	26.0%	5	1.3%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	64	16.1%	18,850	7.7%	236,319	11.6%	56	14.0%	14,725	6.2%	207,768	10.4%	43	10.9%	13,775	6.2%	178,306	9.3%
EL Total	126	31.7%	114,523	46.8%	1,112,502	54.5%	137	34.3%	106,318	45.0%	1,074,793	53.8%	139	35.4%	95,959	43.3%	1,009,030	52.6%
RFEP	272	68.3%	130,377	53.2%	927,694	45.5%	263	65.8%	129,789	55.0%	924,422	46.2%	254	64.6%	125,465	56.7%	909,298	47.4%
Total Ever EL	398	100.0%	244,900	100.0%	2,040,196	100.0%	400	100.0%	236,107	100.0%	1,999,215	100.0%	393	100.0%	221,424	100.0%	1,918,328	100.0%

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

Alliance College-Ready Middle Academy 12

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

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Students w/ Disabilities	#	% of Total SWD	% of Total Enrollment	#	% of Total SWD	% of Total Enrollment	#	% of Total SWD	% of Total Enrollment	#	% of Total SWD	% of Total Enrollment
Total Enrollment	495	0.0%	100.0%	529,902	0.0%	100.0%	496	0.0%	100.0%	516,685	0.0%	100.0%
Total SWD Enrollment	55	100.0%	11.1%	78,319	100.0%	14.8%	47	100.0%	9.5%	80,505	100.0%	15.6%
High Incidence	48	87.3%	9.7%	52,153	66.6%	9.8%	38	80.9%	7.7%	52,412	65.1%	10.1%
Low Incidence	7	12.7%	1.4%	26,162	33.4%	4.9%	9	19.1%	1.8%	28,084	34.9%	5.4%
Autism	5	9.1%	1.0%	18,713	23.9%	3.5%	5	10.6%	1.0%	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%
Deafness	0	0.0%	0.0%	188	0.2%	0.0%	0	0.0%	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%
Established Medical Disability	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	2	3.6%	0.4%	971	1.2%	0.2%	4	8.5%	0.8%	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%
Multiple Disabilities	0	0.0%	0.0%	965	1.2%	0.2%	0	0.0%	0.0%	1,035	1.3%	0.2%
Other Health Impairment	9	16.4%	1.8%	10,930	14.0%	2.1%	8	17.0%	1.6%	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%
Specific Learning Disability	30	54.5%	6.1%	29,615	37.8%	5.6%	26	55.3%	5.2%	29,368	36.5%	5.7%
Speech or Language Impairment	9	16.4%	1.8%	11,608	14.8%	2.2%	4	8.5%	0.8%	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%
Visual Impairment	0	0.0%	0.0%	185	0.2%	0.0%	0	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).

Alliance College-Ready Middle Academy 12

Resident Schools Data Set

Academic Performance Medians- Math

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

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

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

All Students and Numerically Significant Student Groups

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

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

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

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

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

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

All Students and Numerically Significant Student Groups

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

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

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

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

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

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

All Students and Numerically Significant Student Groups

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

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

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE COLLEGE-READY MIDDLE ACADEMY 12
BOARD OF EDUCATION REPORT 079-25/26
October 14, 2025

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

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

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

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

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

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 12

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-080-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

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

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

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

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

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

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

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

Due Diligence:
Current Alliance Kory Hunter Middle governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Kory Hunter Middle Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1rZ9ASmKEiWfBXaJfv8tkQgAbJsoCBpdh?usp=sharing>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

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

School Name:	**Alliance Kory Hunter Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**5199**		
Type of Site(s):	**Private**		
Site Address(es):	**5886 Compton Avenue, Los Angeles, CA 90001**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**6-8**	Current Enrollment:	**468**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for Alliance Kory Hunter Middle for the 2026-2031 charter term: 1. In each year of the charter term, the school shall demonstrate academic growth in Math for the Socioeconomically Disadvantaged student group as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, the school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state. 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.		

STAFF ASSESSMENT

I. ACTION PROPOSED

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

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

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

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Kory Hunter Middle
Initial Authorization:	On February 12, 2013, Alliance Kory Hunter Middle (formerly known as Alliance College-Ready Middle Academy #9) was authorized by the LAUSD Board of Education to serve 450 students in grades 6-8.
Most Recent Renewal	The charter was renewed on November 7, 2017, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Kory Hunter Middle expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Alliance Kory Hunter Middle: The school must provide an annual update to the Charter Schools Division by June 1st of each year of the charter term demonstrating its progress related to the following: 1. The school will increase the percentage of English Learners (thereby decreasing the Long-Term English Learners percentage) demonstrating English Language Proficiency as measured by *reclassification rates* at a rate equal or higher than the District Average. The school must provide an annual update to the Charter Schools Division by December 1st of each year of the charter term demonstrating its progress related to the following: 1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.

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

B. <u>Charter School Operator</u>

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

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

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

Please see the Alliance Kory Hunter Middle data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

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

Alliance Kory Hunter Middle Dashboard Indicators

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

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

c. English Language Arts Indicator

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

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

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

Alliance Kory Hunter Middle - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-33.6**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-33.7	Low	-38.6	Higher
English Learner	Met	Very Low	-96.2	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-34.0	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-128.4	Very Low	-97.3	Lower

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

Alliance Kory Hunter Middle - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-35.2**	**-1.6**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-35.2	-1.5	Orange	-40.2	Higher
English Learner	Met	Orange	-84.2	12.0	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-35.2	-1.2	Orange	-42.6	Higher
Students with Disabilities	Met	Red	-128.8	-0.5	Red	-96.3	Lower

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

Alliance Kory Hunter Middle - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-39.6**	**-4.4**	**Orange**	**-13.2**	**Lower**
Latino	Met	Orange	-39.8	-4.7	Orange	-39.3	Lower
English Learner	Met	Orange	-77.3	6.9	Orange	-67.6	Lower
Long Term English Learner	Met	Red	-114.2	-22.1	Red	-109.6	Lower
Socioeconomically Disadvantaged	Met	Orange	-41.1	-5.9	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-123.8	5.0	Red	-95.6	Lower

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

d. Math Indicator

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

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

Alliance Kory Hunter Middle - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-93.9**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-94.3	Low	-83.4	Lower
English Learner	Met	Very Low	-149.8	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-93.8	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-164.3	Very Low	-130.8	Lower

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

Alliance Kory Hunter Middle - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-93.0**	**0.8**	**Orange**	**-49.1**	**Lower**
Latino	Met	Orange	-93.4	0.9	Orange	-80.8	Lower
English Learner	Met	Orange	-142.6	7.2	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-93.3	0.6	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-180.3	-16.0	Orange	-127.3	Lower

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

Alliance Kory Hunter Middle - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-93.8**	**-0.8**	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-94.7	-1.3	Orange	-79.2	Lower
English Learner	Met	Orange	-131.9	10.7	Orange	-93.4	Lower

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
Long Term English Learner	Met	Red	-160.7	-8.1	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Red	-95.1	-1.8	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-169.8	10.5	Red	-124.3	Lower

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

e. English Learner Progress Indicator

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

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

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

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

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

Alliance Kory Hunter Middle - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	73.1%	18.7%	Yellow	48.7%	Higher

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

Alliance Kory Hunter Middle - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	29.5%	-43.6%	Orange	45.7%	Lower
Long Term English Learner	Met	Red	25%	-50%	Orange	45.8%	Lower

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

f. College/Career Indicator
Not applicable

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

h. Graduation Indicator [HS only]
Not applicable

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

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

k. Additional Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2023-2024 and 2024-2025 were due to a majority of reported indicators that were rated at a "2" or "1."

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

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

VI. VERIFIED DATA

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

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

ELA

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

(March 2- End of Year), respectively for All Students and for the following student groups[1]: Socioeconomically Disadvantaged, English Learner, Latino, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 451 students were assessed in Reading and 463 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Spring (March 2- End of Year)* report indicated that the Median Progress to Annual Typical Growth is 179%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Reading in 2024-2025.

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

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade 6-8	451	Grades 6-8: 45%	179%	Met
Socioeconomically Disadvantaged	425	Grades 6-8: 45%	182%	Met
English Learner	114	Grades 6-8: 45%	174%	Met
Hispanic or Latino	431	Grades 6-8: 45%	178%	Met
Students with Disabilities	50	Grades 6-8: 45%	129%	Met

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

[1] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

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

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

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 Final Diagnostic and Spring (March 2- End of Year), respectively for All Students and for the following student groups[3]: Socioeconomically Disadvantaged, English Learner, Latino, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 444 students were assessed in Math and 463 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 110%. Based on i-Ready's Median Progress to Typical Growth targets[4] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.

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

	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	444	Grades 6-8: 60%	118%	Met
Socioeconomically Disadvantaged	416	Grades 6-8: 60%	93%	Met
English Learner	112	Grades 6-8: 60%	90%	Met
Hispanic or Latino	426	Grades 6-8: 60%	100%	Met
Special Education	49	Grades 6-8: 60%	120%	Met

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

[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

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

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

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

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Alliance Kory Hunter Middle's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$3,564,345	$4,068,491	$4,809,140	$5,140,022	$5,067,926
Net Income/Loss	$956,247	$504,146	$740,649	$330,882	($72,096) [2]
Transfers In/Out	$2,461 [1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	467	464	464	467	468

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

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

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

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

c. Other Significant Fiscal Information

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

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**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)
23 [3]	23 [3]	$210,453,999	($16,812,281) [4]	$45,498,889	($16,649,281) [4]

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

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

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

Alliance Kory Hunter Middle

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

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	447	-33.6	Low	-12.2	Lower	100%	439	-35.2	-1.6	Maintained	Orange	-13.6	Lower	100%	453	-39.6	-4.4	Declined	Orange	-13.2	Lower
English Learner	100%	160	-96.2	Very Low	-61.2	Lower	100%	170	-84.2	12.0	Increased	Orange	-67.7	Lower	100%	222	-77.3	6.9	Increased	Orange	-67.6	Lower
Latino	100%	440	-33.7	Low	-38.6	Higher	100%	431	-35.2	-1.5	Maintained	Orange	-40.2	Higher	100%	440	-39.8	-4.7	Declined	Orange	-39.3	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	85	-114.2	-22.1	Declined Significantly	Red	-109.6	Lower
Socioeconomically Disadvantaged	100%	440	-34.0	Low	-41.4	Higher	100%	425	-35.2	-1.2	Maintained	Orange	-42.6	Higher	100%	437	-41.1	-5.9	Declined	Orange	-40.9	Lower
Students with Disabilities	98%	39	-128.4	Very Low	-97.3	Lower	100%	35	-128.8	-0.5	Maintained	Red	-96.3	Lower	100%	49	-123.8	5.0	Increased	Orange	-95.6	Lower

Data Sources: California School Dashboard Research data files.

Alliance Kory Hunter Middle

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

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	447	-93.9	Low	-51.7	Lower	100%	439	-93.0	0.8	Maintained	Orange	-49.1	Lower	100%	455	-93.8	-0.8	Maintained	Orange	-47.6	Lower
English Learner	100%	160	-149.8	Very Low	-92.0	Lower	100%	170	-142.6	7.2	Increased	Orange	-93.4	Lower	100%	224	-131.9	10.7	Increased	Orange	-93.4	Lower
Latino	100%	440	-94.3	Low	-83.4	Lower	100%	431	-93.4	0.9	Maintained	Orange	-80.8	Lower	100%	442	-94.7	-1.3	Maintained	Orange	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	85	-160.7	-8.1	Declined	Red	-163.5	Higher
Socioeconomically Disadvantaged	100%	440	-93.8	Low	-84.0	Lower	100%	425	-93.3	0.6	Maintained	Orange	-80.8	Lower	100%	439	-95.1	-1.8	Maintained	Red	-78.2	Lower
Students with Disabilities	98%	39	-164.3	Very Low	-130.8	Lower	100%	35	-180.3	-16.0	Declined Significantly	Red	-127.3	Lower	100%	49	-169.8	10.5	Increased	Orange	-124.3	Lower

Data Sources: California School Dashboard Research data files.

Alliance Kory Hunter Middle

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

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	114	54.4%	Medium	50.3%	Higher	134	73.1%	18.7	Increased Significantly	Blue	48.7%	Higher	122	29.5%	-43.6	Declined Significantly	Red	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	76	25.0%	-50.0	Declined Significantly	Red	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	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	51.8%	2.6%	26.3%	19.3%	47.5%	2.8%	31.4%	18.3%
2023	EL	72.4%	0.7%	21.6%	5.2%	45.7%	2.3%	32.2%	18.3%
2024	EL	27.0%	2.5%	42.6%	27.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	21.1%	3.9%	36.8%	38.2%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	117	117	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	136	139	97.8%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	71	71	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	127	128	99.2%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	54	54	100.0%	Y	182,603	190,459	95.9%	Y

Alliance Kory Hunter Middle

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

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	461	31.2%	Very High	30.0%	Higher	486	16.5%	-14.8	Declined Significantly	Yellow	24.3%	Lower	483	15.5%	-0.9	Declined	Yellow	18.6%	Lower
English Learner	122	39.3%	Very High	33.6%	Higher	157	17.8%	-21.5	Declined Significantly	Yellow	26.3%	Lower	140	20.0%	2.2	Increased	Orange	20.1%	Lower
Latino	451	31.3%	Very High	35.8%	Lower	478	16.5%	-14.7	Declined Significantly	Yellow	28.4%	Lower	464	15.3%	-1.2	Declined	Yellow	21.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	91	19.8%	6.0	Increased	Orange	23.9%	Lower
Socioeconomically Disadvantaged	452	31.6%	Very High	37.4%	Lower	465	16.8%	-14.9	Declined Significantly	Yellow	29.9%	Lower	466	15.7%	-1.1	Declined	Yellow	23.4%	Lower
Students with Disabilities	40	27.5%	Very High	39.6%	Lower	38	10.5%	-17.0	Declined	Yellow	33.1%	Lower	50	14.0%	3.5	Increased	Orange	26.3%	Lower

Data Sources: California School Dashboard Research data files.

Alliance Kory Hunter Middle

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

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	481	1.2%	Low	3.1%	Lower	500	6.4%	5.2	Increased Significantly	Orange	3.5%	Higher	492	1.2%	-5.2	Declined Significantly	Blue	3.2%	Lower
English Learner	127	2.4%	Medium	3.2%	Lower	162	6.8%	4.4	Increased Significantly	Orange	3.7%	Higher	140	1.4%	-5.4	Declined	Green	3.4%	Lower
Latino	471	1.1%	Low	3.3%	Lower	492	6.1%	5.0	Increased Significantly	Orange	3.8%	Higher	472	1.3%	-4.8	Declined Significantly	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	91	1.1%	-7.9	Declined	Green	8.1%	Lower
Socioeconomically Disadvantaged	469	1.3%	Low	4.0%	Lower	476	6.7%	5.4	Increased Significantly	Orange	4.5%	Higher	472	1.3%	-5.5	Declined Significantly	Blue	4.0%	Lower
Students with Disabilities	42	4.8%	Medium	5.4%	Lower	38	10.5%	5.8	Increased	Orange	5.9%	Higher	51	0.0%	-10.5	Declined	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Alliance Kory Hunter Middle

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

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	469	529,902	5,837,690	470	516,685	5,806,221
F/R Meal	96.2%	80.6%	61.6%	97.0%	81.9%	62.7%
GATE	4.1%	11.6%	N/A	3.6%	13.0%	N/A
English Learner	29.2%	20.1%	18.4%	26.0%	18.6%	17.4%
Foster Youth	0.6%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.2%	2.7%	4.0%
Socioeconomically Disadvantaged	96.4%	81.3%	62.7%	97.0%	82.4%	63.6%
Students w/ Disabilities	10.2%	14.8%	13.7%	9.8%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	1.3%	7.3%	4.9%	2.6%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	96.8%	73.8%	56.1%	95.5%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.2%	9.8%	20.3%	1.3%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	1.7%	1.8%	1.1%	0.6%	2.2%	1.2%

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

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

Alliance Kory Hunter Middle

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

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	70	20.0%	17,921	7.3%	226,508	11.1%	57	16.2%	15,302	6.5%	211,186	10.6%	69	21.6%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	6	1.7%	17,295	7.1%	144,189	7.1%	5	1.4%	15,717	6.7%	136,188	6.8%	3	0.9%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	5	1.4%	60,457	24.7%	505,486	24.8%	10	2.8%	60,574	25.7%	519,651	26.0%	14	4.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	57	16.3%	18,850	7.7%	236,319	11.6%	65	18.5%	14,725	6.2%	207,768	10.4%	36	11.3%	13,775	6.2%	178,306	9.3%
EL Total	138	39.4%	114,523	46.8%	1,112,502	54.5%	137	39.0%	106,318	45.0%	1,074,793	53.8%	122	38.1%	95,959	43.3%	1,009,030	52.6%
RFEP	212	60.6%	130,377	53.2%	927,694	45.5%	214	61.0%	129,789	55.0%	924,422	46.2%	198	61.9%	125,465	56.7%	909,298	47.4%
Total Ever EL	350	100.0%	244,900	100.0%	2,040,196	100.0%	351	100.0%	236,107	100.0%	1,999,215	100.0%	320	100.0%	221,424	100.0%	1,918,328	100.0%

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

Alliance Kory Hunter Middle

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

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	**469**			**529,902**			**470**			**516,685**		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	48	100%	10.2%	78,319	100%	14.8%	46	100%	9.8%	80,505	100%	15.6%
High Incidence	41	85.4%	8.7%	52,153	66.6%	9.8%	39	84.8%	8.3%	52,412	65.1%	10.1%
Low Incidence	7	14.6%	1.5%	26,162	33.4%	4.9%	7	15.2%	1.5%	28,084	34.9%	5.4%
Autism	6	12.5%	1.3%	18,713	23.9%	3.5%	5	10.9%	1.1%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	2.1%	0.2%	971	1.2%	0.2%	2	4.3%	0.4%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	3	6.3%	0.6%	10,930	14%	2.1%	7	15.2%	1.5%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	31	64.6%	6.6%	29,615	37.8%	5.6%	26	56.5%	5.5%	29,368	36.5%	5.7%
Speech or Language Impairment	7	14.6%	1.5%	11,608	14.8%	2.2%	6	13%	1.3%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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 KORY HUNTER MIDDLE
BOARD OF EDUCATION REPORT 080-25/26
October 14, 2025

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

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Kory Hunter Middle for five (5) years beginning July 1, 2026 until June 30, 2031.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program

PREPARED BY:
Kristi Maar
KRISTI MAAR
Specialist,
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 13

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-081-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Leichtman-Levine Family Foundation Environmental Science High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Leichtman-Levine Family Foundation Environmental Science High) Recommends approval of the renewal petition for Alliance Leichtman-Levine Family Foundation Environmental Science High, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 550 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Leichtman-Levine Family Foundation Environmental Science High ("Charter School"), in Board District 5 and Region West, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 550 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 Leichtman-Levine Family Foundation Environmental Science High is a 9-12 school currently serving 297 students on a private facility at 2930 Fletcher Dr., Los Angeles, CA, 90065, in Board District 5 and Region West. Alliance Leichtman-Levine Family Foundation Environmental Science 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 550 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 Leichtman-Levine Family Foundation Environmental Science High expires June 30, 2026.

On July 18, 2025, Alliance Leichtman-Levine Family Foundation Environmental Science 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 Leichtman-Levine Family Foundation Environmental Science 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. 081-25/26, 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 Leichtman-Levine Family Foundation Environmental Science 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/1THkVDr3GBQW_QYhxnn9FX4WdcXvG2rrG?usp=sharingnk>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 081-25/26
October 14, 2025

School Name:	**Alliance Leichtman-Levine Family Foundation Environmental Science 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:	**8215**		
Type of Site(s):	**Private**		
Site Address(es):	**2930 Fletcher Dr., Los Angeles, CA 90065**		
Board District(s):	**5**	Region(s):	**West**
Grade Levels Served:	**9-12**	Current Enrollment:	**297**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**550**
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 Leichtman-Levine Family Foundation Environmental Science High ("Alliance Leichtman-Levine" or "Charter School"), located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 550 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 Leichtman-Levine Family Foundation Environmental Science High
Initial Authorization:	On May 22, 2007, Alliance Leichtman-Levine Family Foundation Environmental Science High (formerly known as College-Ready Academy High School #10 and Alliance Environmental Science and Technology High School) was authorized by the LAUSD Board of Education to serve 575 students in grades 9-12.

	Alliance Leichtman-Levine Family Foundation Environmental Science High
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 550 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 Leichtman-Levine Family Foundation Environmental Science High expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Alliance Leichtman-Levine 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 Leichtman-Levine implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Leichtman-Levine participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Leichtman-Levine Family Foundation Environmental Science 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 Leichtman-Levine 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 Leichtman-Levine 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 Leichtman-Levine Family Foundation Environmental Science High Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	High	Medium	High	Not Applicable	Not Applicable	High	Medium
2022-2023	Green	Yellow	No Performance Color	Medium	Not Applicable	Green	Yellow
2023-2024	Blue	Green	No Performance Color	Green	Not Applicable	Green	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, 2023, and 2024 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 both numerically significant student groups.

Alliance Leichtman-Levine Family Foundation Environmental Science 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**	**High**	**50.2**	**Low**	**-12.2**	**Higher**
Latino	Met	High	42.8	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	High	47.7	Low	-41.4	Higher

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

Alliance Leichtman-Levine Family Foundation Environmental Science 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**	**Green**	**37.7**	**-12.5**	**Orange**	**-13.6**	**Higher**
Latino	Met	Yellow	27.5	-15.3	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Yellow	27.5	-20.2	Orange	-42.6	Higher

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

Alliance Leichtman-Levine Family Foundation Environmental Science 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**	**Blue**	**55.1**	**17.5**	**Orange**	**-13.2**	**Higher**
Latino	Met	Blue	47.5	20.0	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	Blue	49.1	21.6	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 both 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 both numerically significant student groups.

Alliance Leichtman-Levine Family Foundation Environmental Science 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**	**Medium**	**-59.2**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-75.2	Low	-83.4	Higher
Socioeconomically Disadvantaged	Met	Low	-69.4	Low	-84.0	Higher

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

Alliance Leichtman-Levine Family Foundation Environmental Science 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**	**Yellow**	**-57.9**	**1.3**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-69.8	5.4	Orange	-80.8	Higher
Socioeconomically Disadvantaged	Met	Orange	-66.7	2.7	Yellow	-80.8	Higher

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

Alliance Leichtman-Levine Family Foundation Environmental Science 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**	**-42.9**	**14.9**	**Orange**	**-47.6**	**Higher**
Latino	Met	Green	-44.6	25.1	Orange	-79.2	Higher
Socioeconomically Disadvantaged	Met	Green	-46.8	19.9	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, 2023, and 2024 on the English Learner Progress Indicator, the charter school did not have a performance level due to the low number of English Learners. As reported on the Dashboard, the charter school's English Learner Progress Rate was higher than the state's rate in 2022 and 2024, but lower than the state's rate in 2023.

Alliance Leichtman-Levine Family Foundation Environmental Science 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	No Performance Level	55.6%	Medium	50.3%	Higher

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

Alliance Leichtman-Levine Family Foundation Environmental Science 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	No Performance Color	45.8%	-9.7%	Yellow	48.7%	Lower

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

Alliance Leichtman-Levine Family Foundation Environmental Science High - 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	No Performance Color	58.8%	13.0%	Orange	45.7%	Higher
Long Term English Learner	Not Met	No Performance Color	63.6%	22.5%	Orange	45.8%	Higher

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 Medium for All Students was the same as the state's Status Level of Medium. The charter school's percentage of students prepared was higher than the state for both numerically significant student groups. In 2024, the charter school's Performance Color of Green for All Students was higher than the state's Performance Color of Yellow. The charter school's percentage of students prepared was higher than the state for both numerically significant student groups.

Alliance Leichtman-Levine Family Foundation Environmental Science High - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Medium**	**54.1%**	**Medium**	**43.9%**	**Higher**
Latino	Medium	50.0%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	50.7%	Medium	35.4%	Higher

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

Alliance Leichtman-Levine Family Foundation Environmental Science High - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	**Green**	**59.3%**	**5.2**	**Yellow**	**45.3%**	**Higher**
Latino	Green	55.6%	5.6	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Green	57.3%	6.6	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 Leichtman-Levine students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

In 2022 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for four out of five 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 Leichtman-Levine's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* 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 two 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, 68% of students enrolled in college the fall immediately after high school, which is higher than the 2022 (high poverty[2]) national rate of 49.9%, per the 2023 NSC High

[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.

School Benchmarks report. For Charter School's class of 2023, 81% 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, 87% 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, 80% of students enrolled in college the first year after high school returned for a second year, which is higher 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, 31% of graduates[3] 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, 39% 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.

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 and 2024 NSC High School Benchmarks reports.

Post Secondary Data Table

National Student Clearinghouse (NSC)

Postsecondary Outcome	2023 NSC High School Benchmarks (High Poverty*)	2023 Student Tracker report Alliance Leichtman-Levine	2024 NSC High School Benchmarks (High Poverty*)	2024 Student Tracker Report Alliance Leichtman-Levine
Enrollment	49.9% (class of 2022)	**68%**	50.5% (class of 2023)	**81%**
Persistence	72.0% (class of 2020)	**87%**	76.0% (class of 2021)	**80%**
Completion	24.9% (class of 2016)	**31%**	25.1% (class of 2017)	**39%**

[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."

*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 (FRPL), and "low income" schools have 50% or more students eligible for FRPL.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Leichtman-Levine Family Foundation Environmental Science High's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$3,840,557	$4,181,948	$4,492,297	$4,096,732	$3,734,643
Net Income/Loss	$1,034,949	$341,391	$310,349	($395,565)[2]	($362,089)[3]
Transfers In/Out	$2,461[1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	384	376	342	319	297

[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 reported net loss of ($395,565) for the FY 2023-2024 was primarily due to lower enrollment and average daily attendance (ADA) levels. Alliance stated that the school is committed to strategically utilizing its reserves to maintain high-quality educational programs and improve enrollment.

[3] The projected net loss of ($362,089) for the FY 2024-2025 Second Interim is partially attributed to lower one-time funding available to schools, as well as the timing of the early-year expenditures and the state payments. Additionally, Alliance stated that the school is expected to experience a structural operational deficit for the year as it aims to maintain a strong academic program while simultaneously building enrollment.

[A] The Norm Enrollment reported by Alliance Leichtman-Levine Family Foundation Environmental Science High for Fiscal Year 2024-2025 was 297. Alliance stated that it plans to increase enrollment through various means, for example, increasing community engagement. Additionally, Alliance asserted that, due to the closure of Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") effective June 30, 2025, Alliance Leichtman-Levine Family Foundation Environmental Science High absorbed some of Alliance Tennenbaum's students, as both schools serve the same neighborhood and grade levels. As of the writing of this report, Alliance reported a current student enrollment of 384 to the CSD. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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		**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)
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'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 Leichtman-Levine Family Foundation Environmental Science High

Board District: 5 | Region: West | Location Code: 8215

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	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	96%	72	50.2	High	-12.2	Higher	98%	76	37.7	-12.5	Declined	Green	-13.6	Higher	96%	81	55.1	17.5	Increased Significantly	Blue	-13.2	Higher
English Learner	92%	12	-114.1	Very Low	-61.2	--	100%	10	*	*	*	*	-67.7	*	94%	17	-41.6	--	--	--	-67.6	--
Latino	95%	56	42.8	High	-38.6	Higher	97%	65	27.5	-15.3	Declined Significantly	Yellow	-40.2	Higher	95%	72	47.5	20.0	Increased Significantly	Blue	-39.3	Higher
Socioeconomically Disadvantaged	97%	65	47.7	High	-41.4	Higher	97%	67	27.5	-20.2	Declined Significantly	Yellow	-42.6	Higher	95%	76	49.1	21.6	Increased Significantly	Blue	-40.9	Higher
Students with Disabilities	100%	6	*	*	-97.3	*	100%	11	2.3	--	--	--	-96.3	--	91%	20	-85.5	-87.8	Declined Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Alliance Leichtman-Levine Family Foundation Environmental Science High

Board District: 5 | Region: West | Location Code: 8215

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	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	96%	72	-59.2	Medium	-51.7	Lower	98%	76	-57.9	1.3	Maintained	Yellow	-49.1	Lower	96%	83	-42.9	14.9	Increased	Green	-47.6	Higher
English Learner	92%	12	-178.6	Very Low	-92.0	--	100%	10	*	*	*	*	-93.4	*	95%	18	-131.2	--	--	--	-93.4	--
Latino	95%	56	-75.2	Low	-83.4	Higher	97%	65	-69.8	5.4	Increased	Yellow	-80.8	Higher	95%	74	-44.6	25.1	Increased Significantly	Green	-79.2	Higher
Socioeconomically Disadvantaged	97%	65	-69.4	Low	-84.0	Higher	97%	67	-66.7	2.7	Maintained	Orange	-80.8	Higher	95%	78	-46.8	19.9	Increased Significantly	Green	-78.2	Higher
Students with Disabilities	100%	6	*	*	-130.8	*	100%	11	-87.7	--	--	--	-127.3	--	91%	20	-156.7	-69.0	Declined Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Alliance Leichtman-Levine Family Foundation Environmental Science High

Board District: 5 | Region: West | Location Code: 8215

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

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	27	55.6%	High	50.3%	Higher	24	45.8%	-9.7	Declined	--	48.7%	Lower	17	58.8%	13.0	Increased Significantly	--	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	11	63.6%	22.5	Increased Significantly	--	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	51.9%	3.7%	29.6%	14.8%	47.5%	2.8%	31.4%	18.3%
2023	EL	41.7%	4.2%	41.7%	12.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	58.8%	0.0%	29.4%	11.8%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	63.6%	0.0%	18.2%	18.2%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	36	37	97.3%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	30	30	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	16	16	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	24	25	96.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	8	9	88.9%	N	182,603	190,459	95.9%	Y

Alliance Leichtman-Levine Family Foundation Environmental Science High

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CA School 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 cell with "–" 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. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	74	54.1%	Medium	43.9%	Higher	81	59.3%	5.2	Increased	Green	45.3%	Higher
English Learner	13	23.1%	Low	15.3%	--	11	27.3%	4.2	Increased	--	17.2%	--
Latino	60	50.0%	Medium	35.5%	Higher	72	55.6%	5.6	Increased	Green	37.4%	Higher
Socioeconomically Disadvantaged	69	50.7%	Medium	35.4%	Higher	75	57.3%	6.6	Increased	Green	37.4%	Higher
Students with Disabilities	7	*	*	12.3%	*	14	28.6%	0.0	--	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Alliance Leichtman-Levine Family Foundation Environmental Science High

Board District: 5 | Region: West | Location Code: 8215

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	398	1.8%	Medium	3.1%	Lower	361	1.7%	-0.1	Maintained	Yellow	3.5%	Lower	359	1.1%	-0.5	Declined	Green	3.2%	Lower
English Learner	43	0.0%	Very Low	3.2%	Lower	39	5.1%	5.1	Increased	Orange	3.7%	Higher	34	2.9%	-2.2	Declined	Green	3.4%	Lower
Filipino	31	0.0%	Very Low	1.2%	Lower	30	0.0%	0.0	Maintained	Blue	1.3%	Lower	21	0.0%	0.0	Maintained	--	1.2%	--
Latino	346	2.0%	Medium	3.3%	Lower	318	1.6%	-0.5	Declined	Green	3.8%	Lower	323	1.2%	-0.3	Declined	Green	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	17	5.9%	2.4	Increased	--	8.1%	--
Socioeconomically Disadvantaged	355	2.0%	Medium	4.0%	Lower	324	1.9%	-0.1	Maintained	Yellow	4.5%	Lower	318	1.3%	-0.6	Declined	Green	4.0%	Lower
Students with Disabilities	62	3.2%	Medium	5.4%	Lower	59	1.7%	-1.5	Declined	Green	5.9%	Lower	71	1.4%	-0.3	Declined	Green	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Alliance Leichtman-Levine Family Foundation Environmental Science High

Board District: 5 | Region: West | Location Code: 8215

CA School 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 cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	121	94.2%	High	87.4%	Higher	74	94.6%	0.4	Maintained	Green	86.4%	Higher	81	93.8%	-0.8	Maintained	Green	86.7%	Higher
English Learner	15	93.3%	High	73.3%	--	13	92.3%	-1.0	Declined	--	73.5%	--	11	81.8%	-10.5	Declined Significantly	--	77.9%	--
Latino	108	93.5%	High	85.3%	Higher	60	93.3%	-0.2	Maintained	Green	84.2%	Higher	72	93.1%	-0.3	Maintained	Green	85.3%	Higher
Socioeconomically Disadvantaged	115	93.9%	High	85.1%	Higher	69	94.2%	0.3	Maintained	Green	83.7%	Higher	75	93.3%	-0.9	Maintained	Green	84.4%	Higher
Students with Disabilities	20	90.0%	Medium	75.2%	--	7	*	*	*	*	72.7%	*	14	92.9%	--	--	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Alliance Leichtman-Levine Family Foundation Environmental Science High

Board District: 5 | Region: West | Location Code: 8215

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	321	529,902	5,837,690	296	516,685	5,806,221
F/R Meal	89.7%	80.6%	61.6%	87.2%	81.9%	62.7%
GATE	5.9%	11.6%	N/A	4.1%	13.0%	N/A
English Learner	7.2%	20.1%	18.4%	8.1%	18.6%	17.4%
Foster Youth	0.9%	0.6%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	0.6%	2.1%	3.6%	3.7%	2.7%	4.0%
Socioeconomically Disadvantaged	91.0%	81.3%	62.7%	88.5%	82.4%	63.6%
Students w/ Disabilities	20.6%	14.8%	13.7%	20.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.6%	7.3%	4.9%	1.0%	7.1%	4.9%
American Indian or Alaska Native	0.6%	0.1%	0.4%	0.7%	0.1%	0.4%
Asian	0.6%	3.4%	9.9%	0.3%	3.3%	10.1%
Filipino	6.2%	1.7%	2.2%	4.4%	1.6%	2.2%
Latino	89.7%	73.8%	56.1%	89.5%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	1.9%	9.8%	20.3%	3.0%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.3%	1.8%	1.1%	1.0%	2.2%	1.2%

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

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

Alliance Leichtman-Levine Family Foundation Environmental Science High

Board District: 5 | Region: West | Location Code: 8215

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	16	7.4%	17,921	7.3%	226,508	11.1%	9	4.2%	15,302	6.5%	211,186	10.6%	7	3.6%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	2	0.9%	17,295	7.1%	144,189	7.1%	3	1.4%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	7	3.3%	60,457	24.7%	505,486	24.8%	7	3.3%	60,574	25.7%	519,651	26.0%	12	6.1%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	4	1.9%	18,850	7.7%	236,319	11.6%	4	1.9%	14,725	6.2%	207,768	10.4%	5	2.5%	13,775	6.2%	178,306	9.3%
EL Total	29	13.5%	114,523	46.8%	1,112,502	54.5%	23	10.8%	106,318	45.0%	1,074,793	53.8%	24	12.2%	95,959	43.3%	1,009,030	52.6%
RFEP	186	86.5%	130,377	53.2%	927,694	45.5%	189	89.2%	129,789	55.0%	924,422	46.2%	173	87.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	215	100.0%	244,900	100.0%	2,040,196	100.0%	212	100.0%	236,107	100.0%	1,999,215	100.0%	197	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/filesltel.asp

Alliance Leichtman-Levine Family Foundation Environmental Science High

Board District: 5 | Region: West | Location Code: 8215

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	321			529,902			296			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	66	100%	20.6%	78,319	100%	14.8%	62	100%	20.9%	80,505	100%	15.6%
High Incidence	53	80.3%	16.5%	52,153	66.6%	9.8%	51	82.3%	17.2%	52,412	65.1%	10.1%
Low Incidence	13	19.7%	4%	26,162	33.4%	4.9%	11	17.7%	3.7%	28,084	34.9%	5.4%
Autism	7	10.6%	2.2%	18,713	23.9%	3.5%	7	11.3%	2.4%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	2	3%	0.6%	1,148	1.5%	0.2%	2	3.2%	0.7%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	2	3%	0.6%	971	1.2%	0.2%	1	1.6%	0.3%	931	1.2%	0.2%
Intellectual Disability	1	1.5%	0.3%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	13	19.7%	4%	10,930	14%	2.1%	10	16.1%	3.4%	11,596	14.4%	2.2%
Orthopedic Impairment	1	1.5%	0.3%	533	0.7%	0.1%	1	1.6%	0.3%	434	0.5%	0.1%
Specific Learning Disability	34	51.5%	10.6%	29,615	37.8%	5.6%	39	62.9%	13.2%	29,368	36.5%	5.7%
Speech or Language Impairment	6	9.1%	1.9%	11,608	14.8%	2.2%	2	3.2%	0.7%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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 LEICHTMAN-LEVINE
FAMILY FOUNDATION ENVIRONMENTAL SCIENCE HIGH
BOARD OF EDUCATION REPORT 081-25/26
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 550 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 Leichtman-Levine Family Foundation Environmental Science 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:
Kristi Maar
KRISTI MAAR
Specialist,
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 14

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-082-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

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,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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:	◆ 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	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* 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 poverty[2]) 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 graduates[3] 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 (FPRL), and "low income" schools have 50% or more students eligible for FRPL.

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		**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)
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/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.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	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	-61.2	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/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.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	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

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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/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.

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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation 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

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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/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and 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.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	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.

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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/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.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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.

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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/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and 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.

Graduation Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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.

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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/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.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	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/sd/sd/filesenr.asp

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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/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.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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/filesltel.asp

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

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.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Students w/ Disabilities	#	% 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%	100.0%	529,902	0.0%	100.0%	450	0.0%	100.0%	516,685	0.0%	100.0%
Total SWD Enrollment	88	100.0%	18.7%	78,319	100.0%	14.8%	78	100.0%	17.3%	80,505	100.0%	15.6%
High Incidence	67	76.1%	14.3%	52,153	66.6%	9.8%	64	82.1%	14.2%	52,412	65.1%	10.1%
Low Incidence	21	23.9%	4.5%	26,162	33.4%	4.9%	14	17.9%	3.1%	28,084	34.9%	5.4%
Autism	12	13.6%	2.6%	18,713	23.9%	3.5%	11	14.1%	2.4%	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%
Deafness	0	0.0%	0.0%	188	0.2%	0.0%	0	0.0%	0.0%	178	0.2%	0.0%
Emotional Disturbance	4	4.5%	0.9%	1,148	1.5%	0.2%	1	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%
Hard of Hearing	5	5.7%	1.1%	971	1.2%	0.2%	2	2.6%	0.4%	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%
Multiple Disabilities	0	0.0%	0.0%	965	1.2%	0.2%	0	0.0%	0.0%	1,035	1.3%	0.2%
Other Health Impairment	9	10.2%	1.9%	10,930	14.0%	2.1%	11	14.1%	2.4%	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%
Specific Learning Disability	56	63.6%	11.9%	29,615	37.8%	5.6%	51	65.4%	11.3%	29,368	36.5%	5.7%
Speech or Language Impairment	2	2.3%	0.4%	11,608	14.8%	2.2%	2	2.6%	0.4%	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%
Visual Impairment	0	0.0%	0.0%	185	0.2%	0.0%	0	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 N. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 15

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-083-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Piera Barbaglia Shaheen Health Services Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Piera Barbaglia Shaheen Health Services Academy) Recommends approval of the renewal petition for Alliance Piera Barbaglia Shaheen Health Services Academy, with a benchmark, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 550 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Piera Barbaglia Shaheen Health Services Academy ("Charter School"), with a benchmark in the area of academics, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 550 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 Piera Barbaglia Shaheen Health Services Academy is a 9-12 high school currently serving 443 students on a private facility at 8515 Kansas Ave., Los Angeles, CA, 90044 in Board District 1 and Region South. Alliance Piera Barbaglia Shaheen Health Services Academy 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 550 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 Piera Barbaglia Shaheen Health Services Academy expires June 30, 2026.

On July 18, 2025, Alliance Piera Barbaglia Shaheen Health Services Academy 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 Piera Barbaglia Shaheen Health Services Academy 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. 083-25/26, 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:
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 Piera Barbaglia Shaheen Health Services Academy Data Set
Attachment C - Alliance Piera Barbaglia Shaheen Health Services Academy RSM Data
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1x598dJtkkUZaFyXSRagfjm406uI6AblZ?usp=sharing>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 083-25/26
October 14, 2025

School Name:	**Alliance Piera Barbaglia Shaheen Health Services Academy**		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:	**8213**		
Type of Site(s):	**Private**		
Site Address(es):	**8515 Kansas Ave., Los Angeles, CA 90044**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**9-12**	Current Enrollment:	**443**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**550**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Alliance Piera Barbaglia Shaheen Health Services Academy for the 2026-2031 charter term: In each year of the charter term, the school shall demonstrate academic growth in Math for All Students as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 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.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Piera Barbaglia Shaheen Health Services Academy ("Alliance Shaheen" or "Charter School"), with a benchmark in the area of academics, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 550 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 Piera Barbaglia Shaheen Health Services Academy
Initial Authorization:	On May 22, 2007, Alliance Piera Barbaglia Shaheen Health Services Academy (formerly named Alliance Health Services Academy High School and College Ready Academy High School #8) 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 550 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 Shaheen expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend the corporate structure and governance model.
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Alliance Shaheen: 1. Alliance Piera Barbaglia Shaheen Health Services Academy will increase the percentage of English Learners (thereby decreasing the Long-Term English Learners percentage) demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average; 2. Alliance Piera Barbaglia Shaheen Health Services Academy will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher. Please see the "Additional Information" section below.

	Alliance Piera Barbaglia Shaheen Health Services Academy
Submission of Renewal Petition Application:	Alliance Piera Barbaglia Shaheen Health Services Academy 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 Shaheen implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Shaheen participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Piera Barbaglia Shaheen Health Services Academy 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 Shaheen 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, but lower than the state in Math, and on the English Language Progress Indicator (ELPI) and College/Career Indicator (CCI). The charter school provided information which did not demonstrate consistent strong postsecondary outcomes relative to similar peers. Further analysis in Math and ELPI demonstrated higher outcomes for the charter school when compared to Resident Schools. However, the further analysis for CCI demonstrated lower outcomes.

Please see the Alliance Piera Barbaglia Shaheen Health Services Academy 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 Piera Barbaglia Shaheen Health Services Academy Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Alliance Piera Barbaglia Shaheen Health Services Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-42.1**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-40.5	Low	-38.6	Lower
English Learner	Met	Very Low	-92.7	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-41.9	Low	-41.4	Lower

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

Alliance Piera Barbaglia Shaheen Health Services Academy - 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**	**-20.5**	**21.6**	**Orange**	**-13.6**	**Lower**
Latino	Met	Yellow	-21.3	19.2	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Yellow	-20.6	21.3	Orange	-42.6	Higher

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

Alliance Piera Barbaglia Shaheen Health Services Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-140.2**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-140.0	Low	-83.4	Lower
English Learner	Met	Very Low	-178.8	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-139.7	Low	-84.0	Lower

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

Alliance Piera Barbaglia Shaheen Health Services Academy - 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**	**-133.7**	**6.6**	**Orange**	**-49.1**	**Lower**
Latino	Met	Orange	-134.1	5.8	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Orange	-132.6	7.1	Yellow	-80.8	Lower

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

Alliance Piera Barbaglia Shaheen Health Services Academy - 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**	**Red**	**-141.5**	**-7.8**	**Orange**	**-47.6**	**Lower**
Latino	Met	Red	-135.0	-0.9	Orange	-79.2	Lower
English Learner	Met	No Performance Color	-192.8	-1.2	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-138.6	-6.0	Orange	-78.2	Lower

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

e. <u>English Learner Progress Indicator</u>

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 lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rates for the English Learner and Long-term English Learner student groups were lower than their respective state rates.

In order to increase student outcomes in ELPI, Charter School leaders report hiring a new English Learner Development Coordinator and expanding push-in supports for English Learners in core content classes. Additionally, the school reports implementing regular coaching and professional development related to English Language Development.

Alliance Piera Barbaglia Shaheen Health Services Academy - 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	46.9%	Medium	50.3%	Lower

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

Alliance Piera Barbaglia Shaheen Health Services Academy - 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	Orange	44.3%	-2.6%	Yellow	48.7%	Lower

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

Alliance Piera Barbaglia Shaheen Health Services Academy - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	37.5%	-6.8%	Orange	45.7%	Lower
Long Term English Learner	Met	Red	41.0%	-10.8%	Orange	45.8%	Lower

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

f. College/Career Indicator

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

In order to increase student outcomes in CCI, Charter School leaders report implementing systems to regularly monitor student progress towards graduation requirements and expanding opportunities to take Advanced Placement courses.

Alliance Piera Barbaglia Shaheen Health Services Academy - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Low**	**28%**	**Medium**	**43.9%**	**Lower**
Latino	Low	30%	Medium	35.5%	Lower
English Learner	Very Low	9.7%	Low	15.3%	Lower
Socioeconomically Disadvantaged	Low	28.5%	Medium	35.4%	Lower

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

Alliance Piera Barbaglia Shaheen Health Services Academy - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	**Yellow**	**30.3%**	**2.3**	**Yellow**	**45.3%**	**Lower**

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
Latino	Orange	31.1%	1.1	Yellow	37.4%	Lower
English Learner	Yellow	16.7%	7.0	Orange	17.2%	Lower
Socioeconomically Disadvantaged	Orange	30.3%	1.8	Yellow	37.4%	Lower

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

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

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

k. Additional Information
As noted above, Alliance Piera Barbaglia Shaheen Health Services Academy has two (2) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

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

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

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

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

Benchmark 2: *Alliance Piera Barbaglia Shaheen Health Services Academy will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.*

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

Benchmark 2 was met in 2022-2023 and 2024-2025. It was not met in 2018-2019. There was no update in 2020-2021 and 2021-2022 due to the noted lack of CAASPP data. There was no update in 2019-2020 and 2023-2024 as the English Learner student group was not numerically significant in either year.

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 Piera Barbaglia Shaheen Health Services Academy's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* 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, 80% of students enrolled in college the fall immediately after high school, which is higher than the 2022 (high poverty[2]) national rate of 49.9%, per the 2023 NSC High School Benchmarks report. For Charter School's class of 2023, 58% 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, 83% 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, 62% 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, 29% of graduates[3] 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, 22% of graduates completed a two- or four-year degree within six years, which is lower than the 2017 (high poverty) rate of 25.1%, per the 2024 NSC High School Benchmarks.

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. In the 2024 NSC High School Benchmarks report, Charter School demonstrated strong postsecondary outcomes relative to similar peers in the college enrollment measure, but not in persistence or completion.

[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."

Post Secondary Data Table
National Student Clearinghouse (NSC)

Postsecondary Outcome	2023 NSC High School Benchmarks (High Poverty*)	2023 Student Tracker report Alliance Shaheen	2024 NSC High School Benchmarks (High Poverty*)	2024 Student Tracker Report Alliance Shaheen
Enrollment	49.9% (class of 2022)	**80%**	50.5% (class of 2023)	**58%**
Persistence	72.0% (class of 2020)	**83%**	76.0% (class of 2021)	**62%**
Completion	24.9% (class of 2016)	**29%**	25.1% (class of 2017)	**22%**

*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 (FRPL), and "low income" schools have 50% or more students eligible for FRPL.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided postsecondary data, staff determined that the school's performance in Math, ELPI, and CCI requires further review.

Staff conducted a further analysis of Math in comparison to the Resident Schools Median (RSM).[4] As indicated in the tables below, when comparing the school to the RSM, Alliance Shaheen's data indicates that its student performance on the California School Dashboard in Math in 2022, 2023, and 2024 was higher than the RSM for All Students and for all numerically significant student groups.

Alliance Piera Barbaglia Shaheen Health Services Academy 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**130**	**Very Low**	**-140.2**	**1,667**	**Very Low**	**-168.6**	**Higher**
Latino	105	Very Low	-140.0	1,426	Very Low	-162.4	Higher
English Learner	34	Very Low	-178.8	431	Very Low	-217.8	Higher
Socioeconomically Disadvantaged	128	Very Low	-139.7	1,632	Very Low	-169.1	Higher

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

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**109**	**Orange**	**-133.7**	**1,564**	**Orange**	**-138.6**	**Higher**
Latino	93	Orange	-134.1	1,312	Orange	-136.8	Higher
Socioeconomically Disadvantaged	107	Orange	-132.6	1,226	Orange	-138.3	Higher

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**107**	**Red**	**-141.5**	**1,723**	**Orange**	**-153.6**	**Higher**
Latino	91	Red	-135.0	1,477	Red	-143.3	Higher
English Learner	31	No Color	-192.8	494	No Color	-195.2	Higher
Socioeconomically Disadvantaged	105	Red	-138.6	1,678	Red	-154.8	Higher

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

Staff also conducted a further analysis of ELPI in comparison to the Resident Schools Median (RSM). Alliance Shaheen's data indicates that its student performance on the California School Dashboard in ELPI was higher than the RSM in 2022 and 2023, but lower than the RSM in 2024.

Alliance Piera Barbaglia Shaheen Health Services Academy 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Status Level**	**Charter Percentage of English Learner making progress towards English proficiency**	**Resident Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Resident Schools Median Status Level**	**Resident Median Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Median Comparison**
English Learner	**98**	**Medium**	**46.9%**	**1,171**	**Low**	**35.4%**	**Higher**

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Resident Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Resident Schools Median Color**	**Resident Median Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Median Comparison**
English Learner	**106**	**Orange**	**44.3%**	**1,404**	**Yellow**	**41.1%**	**Higher**

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Resident Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Resident Schools Median Color**	**Resident Median Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Median Comparison**
English Learner	**112**	**Orange**	**37.5%**	**1,348**	**Orange**	**41.7%**	**Lower**
Long Term English Learner	83	Red	41.0%	539	Orange	50.0%	Lower

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

Staff also conducted a further analysis of CCI in comparison to the Resident Schools Median (RSM). Alliance Shaheen's data indicates that its student performance on the California School Dashboard in College/Career was lower than the RSM for All Students and for all numerically significant student groups in 2023, and lower than the RSM for All Students and for two of three numerically significant student groups in 2024.

Alliance Piera Barbaglia Shaheen Health Services Academy 2022-2023 College / Career Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Percentage of Prepared Students**	**Charter Status Level**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Percentage of Prepared Students**	**Resident Schools Median Status Level**	**Charter to Resident Schools Median Comparison**
All Students	**125**	**28.0%**	**Low**	**2,067**	**31.2%**	**Low**	**Lower**
Latino	100	30.0%	Low	1,724	32.1%	Low	Lower
English Learner	31	9.7%	Very Low	612	12.5%	Low	Lower
Socioeconomically Disadvantaged	123	28.5%	Low	2,032	31.5%	Low	Lower

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2023-2024 College / Career Indicator			Academic Indicator Medians - CA School Dashboard				
Student Group	**Number of students**	**Charter Performance Level (color)**	**Charter Percentage of prepared students**	**Resident Number of students**	**Resident Schools Median Color**	**Resident Median Percentage of prepared students**	**Charter to Resident Schools Median Comparison**
All Students	**119**	**Yellow**	**30.3%**	**1,836**	**Green**	**35.4%**	**Lower**
Latino	103	Orange	31.1%	1,513	Green	39.8%	Lower
English Learner	30	Yellow	16.7%	326	Yellow	15.4%	Higher
Socioeconomically Disadvantaged	119	Orange	30.3%	1,816	Green	36.1%	Lower

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

VIII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[5] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[6]

Charter School signed an agreement with LAUSD to submit CORE data, but did not include sufficient data to meet the terms of the agreement. Therefore, CORE data was not considered as part of the District's renewal recommendation.

IX. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Piera Barbaglia Shaheen Health Services Academy'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	$375,196	$800,755	$1,534,080	$1,324,935	$914,611
Net Income/Loss	$1,072,827	$425,559	$733,325	($209,145) [2]	($410,324) [2]
Transfers In/Out	$2,461 [1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	488	532	505	461	443

[5] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[6] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

[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 reported net loss of ($209,145) for FY 2023-2024 and the projected net loss of ($410,324) for FY 2024-2025 were partially attributed to lower one-time funding available to schools, coupled with higher compensation and substitute teacher services, and lower overall enrollment.

[A] The Norm Enrollment reported by Alliance Piera Barbaglia Shaheen Health Services Academy for Fiscal Year 2024-2025 was 443. Alliance Piera Barbaglia Shaheen Health Services Academy stated that it plans to increase enrollment through various means, for example, targeted outreach to nearby middle schools, and ongoing support from the Alliance Home Office focused on student recruitment and retention. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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		**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)
23 [3]	23 [3]	$210,453,999	($16,812,281) [4]	$45,498,889	($16,649,281) [4]

[3] On March 12, 2025, the Alliance College-Ready Public Schools Governing Board approved the resolution to voluntarily surrender Alliance Tennenbaum Family Technology 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.

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

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

Alliance Piera Barbaglia Shaheen Health Services Academy

Board District: 1 | Region: South | Location Code: 8213

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	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%	131	-42.1	Low	-12.2	Lower	100%	109	-20.5	21.6	Increased Significantly	Yellow	-13.6	Lower	98%	105	-37.0	-16.4	Declined Significantly	Orange	-13.2	Lower
African American/Black	100%	22	-72.4	Very Low	-57.7	--	100%	13	-30.2	42.2	Increased Significantly	--	-59.6	--	89%	16	-92.6	-62.4	Declined Significantly	--	-58.9	--
English Learner	97%	34	-92.7	Very Low	-61.2	Lower	100%	25	-103.3	-10.6	Declined	--	-67.7	--	100%	29	-125.7	-22.4	Declined Significantly	--	-67.6	--
Latino	97%	105	-40.5	Low	-38.6	Lower	100%	93	-21.3	19.2	Increased Significantly	Yellow	-40.2	Higher	100%	89	-33.9	-12.6	Declined	Orange	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	15	-173.5	-79.3	Declined Significantly	--	-109.6	--
Socioeconomically Disadvantaged	98%	129	-41.9	Low	-41.4	Lower	100%	107	-20.6	21.3	Increased Significantly	Yellow	-42.6	Higher	98%	104	-36.7	-16.1	Declined Significantly	Orange	-40.9	Higher
Students with Disabilities	94%	18	-156.3	Very Low	-97.3	--	100%	20	-72.6	86.8	Increased Significantly	--	-96.3	--	94%	17	-149.2	-76.7	Declined Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Alliance Piera Barbaglia Shaheen Health Services Academy

Board District: 1 | Region: South | Location Code: 8213

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	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%	130	-140.2	Very Low	-51.7	Lower	100%	109	-133.7	6.6	Increased	Orange	-49.1	Lower	99%	107	-141.5	-7.8	Declined	Red	-47.6	Lower
African American/Black	95%	21	-158.4	Very Low	-106.9	--	100%	13	-164.5	-6.2	Declined	--	-104.5	--	94%	15	-201.7	-37.2	Declined Significantly	--	-102.2	--
English Learner	97%	34	-178.8	Very Low	-92.0	Lower	100%	25	-191.6	-12.8	Declined	--	-93.4	--	100%	31	-192.8	-1.2	Maintained	--	-93.4	Lower
Latino	97%	105	-140.0	Very Low	-83.4	Lower	100%	93	-134.1	5.8	Increased	Orange	-80.8	Lower	100%	91	-135.0	-0.9	Maintained	Red	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	15	-223.8	-28.7	Declined Significantly	--	-163.5	--
Socioeconomically Disadvantaged	97%	128	-139.7	Very Low	-84.0	Lower	100%	107	-132.6	7.1	Increased	Orange	-80.8	Lower	99%	105	-138.6	-6.0	Declined	Red	-78.2	Lower
Students with Disabilities	94%	18	-217.8	Very Low	-130.8	--	100%	20	-194.7	28.7	Increased Significantly	--	-127.3	--	94%	17	-252.1	-57.4	Declined Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Alliance Piera Barbaglia Shaheen Health Services Academy

Board District: 1 | Region: South | Location Code: 8213

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

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	98	46.9%	Medium	50.3%	Lower	106	44.3%	-2.6	Declined	Orange	48.7%	Lower	112	37.5%	-6.8	Declined	Orange	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	83	41.0%	-10.8	Declined Significantly	Red	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	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	44.9%	2.0%	30.6%	22.4%	47.5%	2.8%	31.4%	18.3%
2023	EL	42.5%	1.9%	35.8%	19.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	35.7%	1.8%	44.6%	17.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	38.6%	2.4%	36.1%	22.9%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	105	108	97.2%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	117	117	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	53	53	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	121	122	99.2%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	64	64	100.0%	Y	182,603	190,459	95.9%	Y

Alliance Piera Barbaglia Shaheen Health Services Academy

Board District: 1 | Region: South | Location Code: 8213

CA School 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 cell with "–" 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. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	125	28.0%	Low	43.9%	Lower	119	30.3%	2.3	Increased	Yellow	45.3%	Lower
African American/Black	22	13.6%	Low	25.1%	--	13	15.4%	1.7	Maintained	--	28.1%	--
English Learner	31	9.7%	Very Low	15.3%	Lower	30	16.7%	7.0	Increased	Yellow	17.2%	Lower
Homeless Youth	9	*	*	20.4%	*	13	15.4%	0.0	--	--	21.8%	--
Latino	100	30.0%	Low	35.5%	Lower	103	31.1%	1.1	Maintained	Orange	37.4%	Lower
Long-Term English Learner	--	--	--	--	--	21	9.5%	2.1	Increased	--	16.5%	--
Socioeconomically Disadvantaged	123	28.5%	Low	35.4%	Lower	119	30.3%	1.8	Maintained	Orange	37.4%	Lower
Students with Disabilities	18	11.1%	Low	12.3%	--	20	5.0%	-6.1	Declined	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Alliance Piera Barbaglia Shaheen Health Services Academy

Board District: 1 | Region: South | Location Code: 8213

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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	544	0.0%	Very Low	3.1%	Lower	569	1.9%	1.9	Increased	Orange	3.5%	Lower	511	3.7%	1.8	Increased	Orange	3.2%	Higher
African American/Black	75	0.0%	Very Low	7.9%	Lower	89	3.4%	3.4	Increased	Orange	8.8%	Lower	80	8.8%	5.4	Increased	Orange	8.4%	Higher
English Learner	122	0.0%	Very Low	3.2%	Lower	149	2.0%	2.0	Increased	Orange	3.7%	Lower	136	4.4%	2.4	Increased	Orange	3.4%	Higher
Foster Youth	10	*	*	12.4%	*	11	9.1%	--	--	--	13.6%	--	8	*	*	*	*	13.2%	*
Homeless Youth	15	0.0%	Very Low	5.5%	--	12	0.0%	0.0	Maintained	--	6.5%	--	12	16.7%	16.7	Increased	--	5.7%	--
Latino	457	0.0%	Very Low	3.3%	Lower	472	1.7%	1.7	Increased	Orange	3.8%	Lower	424	2.8%	1.1	Increased	Orange	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	91	6.6%	3.8	Increased	Orange	8.1%	Lower
Socioeconomically Disadvantaged	519	0.0%	Very Low	4.0%	Lower	544	2.0%	2.0	Increased	Orange	4.5%	Lower	484	3.7%	1.7	Increased	Orange	4.0%	Lower
Students with Disabilities	71	0.0%	Very Low	5.4%	Lower	81	2.5%	2.5	Increased	Orange	5.9%	Lower	82	7.3%	4.8	Increased	Orange	5.4%	Higher

Data Sources: California School Dashboard Research data files.

Alliance Piera Barbaglia Shaheen Health Services Academy

Board District: 1 | Region: South | Location Code: 8213

CA School 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 cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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	124	87.1%	Medium	87.4%	Lower	125	95.2%	8.1	Increased Significantly	Blue	86.4%	Higher	119	90.8%	-4.4	Declined	Yellow	86.7%	Higher
African American/Black	10	*	*	79.5%	*	22	95.5%	--	--	--	78.5%	--	13	84.6%	-10.8	Declined Significantly	--	79.1%	--
English Learner	29	79.3%	Low	73.3%	--	31	90.3%	11.0	Increased Significantly	--	73.5%	Higher	30	80.0%	-10.3	Declined Significantly	Orange	77.9%	Higher
Homeless Youth	7	*	*	74.4%	*	9	*	*	*	*	73.7%	*	13	92.3%	--	--	--	75.7%	--
Latino	113	88.5%	Medium	85.3%	Higher	100	95.0%	6.5	Increased Significantly	Blue	84.2%	Higher	103	91.3%	-3.7	Declined	Yellow	85.3%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	21	81.0%	-15.3	Declined Significantly	--	80.8%	--
Socioeconomically Disadvantaged	123	87.8%	Medium	85.1%	Higher	123	95.9%	8.1	Increased Significantly	Blue	83.7%	Higher	119	90.8%	-5.2	Declined Significantly	Yellow	84.4%	Higher
Students with Disabilities	13	53.8%	Very Low	75.2%	--	18	88.9%	35.0	Increased Significantly	--	72.7%	--	20	100.0%	11.1	Increased Significantly	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Alliance Piera Barbaglia Shaheen Health Services Academy

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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 CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	452	529,902	5,837,690	433	516,685	5,806,221
F/R Meal	98.5%	80.6%	61.6%	95.2%	81.9%	62.7%
GATE	7.1%	11.6%	N/A	6.5%	13.0%	N/A
English Learner	24.3%	20.1%	18.4%	25.9%	18.6%	17.4%
Foster Youth	1.5%	0.6%	0.5%	1.4%	0.5%	0.5%
Homeless Youth	2.0%	2.1%	3.6%	3.2%	2.7%	4.0%
Socioeconomically Disadvantaged	98.5%	81.3%	62.7%	95.4%	82.4%	63.6%
Students w/ Disabilities	15.3%	14.8%	13.7%	17.6%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	13.7%	7.3%	4.9%	15.2%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.2%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	84.7%	73.8%	56.1%	82.9%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	1.3%	1.8%	1.1%	1.8%	2.2%	1.2%

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

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

Alliance Piera Barbaglia Shaheen Health Services Academy

Board District: 1 | Region: South | Location Code: 8213

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	62	18.0%	17,921	7.3%	226,508	11.1%	62	20.1%	15,302	6.5%	211,186	10.6%	59	20.2%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	8	2.3%	17,295	7.1%	144,189	7.1%	15	4.9%	15,717	6.7%	136,188	6.8%	9	3.1%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	19	5.5%	60,457	24.7%	505,486	24.8%	15	4.9%	60,574	25.7%	519,651	26.0%	27	9.2%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	34	9.9%	18,850	7.7%	236,319	11.6%	18	5.8%	14,725	6.2%	207,768	10.4%	17	5.8%	13,775	6.2%	178,306	9.3%
EL Total	123	35.7%	114,523	46.8%	1,112,502	54.5%	110	35.6%	106,318	45.0%	1,074,793	53.8%	112	38.4%	95,959	43.3%	1,009,030	52.6%
RFEP	222	64.3%	130,377	53.2%	927,694	45.5%	199	64.4%	129,789	55.0%	924,422	46.2%	180	61.6%	125,465	56.7%	909,298	47.4%
Total Ever EL	345	100.0%	244,900	100.0%	2,040,196	100.0%	309	100.0%	236,107	100.0%	1,999,215	100.0%	292	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/filesltel.asp

Alliance Piera Barbaglia Shaheen Health Services Academy

Board District: 1 | Region: South | Location Code: 8213

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	452			529,902			433			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	69	100%	15.3%	78,319	100%	14.8%	76	100%	17.6%	80,505	100%	15.6%
High Incidence	63	91.3%	13.9%	52,153	66.6%	9.8%	68	89.5%	15.7%	52,412	65.1%	10.1%
Low Incidence	6	8.7%	1.3%	26,162	33.4%	4.9%	8	10.5%	1.8%	28,084	34.9%	5.4%
Autism	1	1.4%	0.2%	18,713	23.9%	3.5%	3	3.9%	0.7%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	2	2.9%	0.4%	1,148	1.5%	0.2%	1	1.3%	0.2%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	1.4%	0.2%	971	1.2%	0.2%	1	1.3%	0.2%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	2	2.6%	0.5%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	10	14.5%	2.2%	10,930	14%	2.1%	16	21.1%	3.7%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	52	75.4%	11.5%	29,615	37.8%	5.6%	51	67.1%	11.8%	29,368	36.5%	5.7%
Speech or Language Impairment	1	1.4%	0.2%	11,608	14.8%	2.2%	1	1.3%	0.2%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	2	2.9%	0.4%	185	0.2%	0%	1	1.3%	0.2%	175	0.2%	0%

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

Alliance Piera Barbaglia Shaheen Health Services Academy

Resident Schools Data Set

Academic Performance Medians- Math

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Alliance Piera Barbaglia Shaheen Health Services Academy	N/A	All Students	130	-140.2	Very Low	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	262	-170.4	Very Low	Higher
Augustus F. Hawkins High A Critical Design and Gaming	N/A	All Students	237	-172.9	Very Low	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	122	-168.6	Very Low	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	110	-117.7	Very Low	Lower
George Washington Preparatory High	N/A	All Students	160	-210.4	Very Low	Higher
John C. Fremont Senior High	N/A	All Students	422	-165.1	Very Low	Higher
Mervyn M. Dymally High	N/A	All Students	128	-177.1	Very Low	Higher
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	106	-167.7	Very Low	Higher
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	120	-125.9	Very Low	Lower
Resident Schools Median	N/A	**All Students**	**1,667**	**-168.6**	**Very Low**	**Higher**

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**130**	**Very Low**	**-140.2**	**1,667**	**Very Low**	**-168.6**	**Higher**
Latino	105	Very Low	-140.0	1,426	Very Low	-162.4	Higher
English Learner	34	Very Low	-178.8	431	Very Low	-217.8	Higher
Socioeconomically Disadvantaged	128	Very Low	-139.7	1,632	Very Low	-169.1	Higher

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

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students

School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter to Resident Comparison (DFS)
Alliance Piera Barbaglia Shaheen Health Services Academy	N/A	All Students	109	Orange	-133.7	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	248	Orange	-138.6	Higher
Augustus Hawkins High	N/A	All Students	225	Orange	-165.1	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	94	Orange	-140.2	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	126	Red	-129.9	Lower
George Washington Preparatory High	N/A	All Students	125	Orange	-182.3	Higher
John C. Fremont Senior High	N/A	All Students	412	Orange	-136.2	Higher
Mervyn M. Dymally High	N/A	All Students	142	Orange	-160.1	Higher

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	89	Orange	-118.7	Lower
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	103	Yellow	-98.5	Lower
Resident Schools Median	N/A	**All Students**	**1,564**	**Orange**	**-138.6**	**Higher**

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**109**	**Orange**	**-133.7**	**1,564**	**Orange**	**-138.6**	**Higher**
Latino	93	Orange	-134.1	1,312	Orange	-136.8	Higher
Socioeconomically Disadvantaged	107	Orange	-132.6	1,226	Orange	-138.3	Higher

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

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alliance Piera Barbaglia Shaheen Health Services Academy	N/A	All Students	107	Red	-141.5	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	253	Red	-159.1	Higher
Augustus Hawkins High	N/A	All Students	238	Orange	-158.5	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	112	Orange	-122.5	Lower
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	125	Red	-160.2	Higher
George Washington Preparatory High	N/A	All Students	191	Orange	-171.8	Higher
John C. Fremont Senior High	N/A	All Students	387	Orange	-122.4	Lower
Mervyn M. Dymally High	N/A	All Students	172	Orange	-153.6	Higher
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	126	Red	-121.2	Lower
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	119	Red	-117.6	Lower
Resident Schools Median	**N/A**	**All Students**	**1,723**	**Orange**	**-153.6**	**Higher**

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**107**	**Red**	**-141.5**	**1,723**	**Orange**	**-153.6**	**Higher**
Latino	91	Red	-135.0	1,477	Red	-143.3	Higher
English Learner	31	No Color	-192.8	494	No Color	-195.2	Higher
Socioeconomically Disadvantaged	105	Red	-138.6	1,678	Red	-154.8	Higher

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

Alliance Piera Barbaglia Shaheen Health Services Academy

Resident Schools Data Set

Academic Performance Medians – English Learner Progress Indicator

2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Status Level**	**Charter to Resident Schools Comparison**
Alliance Piera Barbaglia Shaheen Health Services Academy	N/A	English Learner	98	46.9%	Medium	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)%**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	English Learner	265	35.1%	Low	Higher
Augustus F. Hawkins High A Critical Design and Gaming	N/A	English Learner	163	33.7%	Very Low	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	English Learner	103	39.8%	Low	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	English Learner	49	44.9%	Low	Higher
George Washington Preparatory High	N/A	English Learner	69	33.3%	Very Low	Higher
John C. Fremont Senior High	N/A	English Learner	263	53.6%	Low	Lower

2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Status Level**	**Charter to Resident Schools Comparison**
Mervyn M. Dymally High	N/A	English Learner	108	37.0%	Low	Higher
Performing Arts Community at Diego Rivera Learning Complex	N/A	English Learner	79	35.4%	Low	Higher
Public Service Community at Diego Rivera Learning Complex	N/A	English Learner	72	26.4%	Very Low	Higher
Resident Schools Median	**N/A**	**English Learner**	**1,171**	**35.4%**	**Low**	**Higher**

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Status Level	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Status Level	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	**98**	**Medium**	**46.9%**	**1,171**	**Low**	**35.4%**	**Higher**

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

2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Comparison**
Alliance Piera Barbaglia Shaheen Health Services Academy	N/A	English Learner	106	Orange	44.3%	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)%**	**Charter to Resident Comparison (DFS)**

2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Comparison**
Alain Leroy Locke College Preparatory Academy	N/A	English Learner	292	Yellow	38.0%	Higher
Augustus Hawkins High	N/A	English Learner	241	Orange	33.6%	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	English Learner	87	Yellow	41.4%	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	English Learner	79	Red	32.9%	Higher
George Washington Preparatory High	N/A	English Learner	102	Yellow	43.1%	Higher
John C. Fremont Senior High	N/A	English Learner	297	Orange	45.8%	Lower
Mervyn M. Dymally High	N/A	English Learner	131	Yellow	39.7%	Higher
Performing Arts Community at Diego Rivera Learning Complex	N/A	English Learner	95	Yellow	41.1%	Higher
Public Service Community at Diego Rivera Learning Complex	N/A	English Learner	80	Yellow	42.5%	Higher
Resident Schools Median	**N/A**	**English Learner**	**1,404**	**Yellow**	**41.1%**	**Higher**

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	**106**	**Orange**	**44.3%**	**1,404**	**Yellow**	**41.1%**	**Higher**

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

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Comparison**
Alliance Piera Barbaglia Shaheen Health Services Academy	N/A	English Learner	112	Orange	37.5%	
Alliance Piera Barbaglia Shaheen Health Services Academy	N/A	Long Term English Learner	83	Red	41.0%	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)%**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	English Learner	272	Red	32.4%	Higher
Alain Leroy Locke College Preparatory Academy	N/A	Long Term English Learner	114	Orange	40.4%	Higher
Augustus Hawkins High	N/A	English Learner	244	Red	32.4%	Higher
Augustus Hawkins High	N/A	Long Term English Learner	82	Green	47.6%	Lower
Communication and Technology at Diego Rivera Learning Complex	N/A	English Learner	67	Orange	43.3%	Lower
Communication and Technology at Diego Rivera Learning Complex	N/A	Long Term English Learner	28	No Color	60.7%	Lower
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	English Learner	72	Green	52.8%	Lower
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	Long Term English Learner	37	Green	59.5%	Lower
George Washington Preparatory High	N/A	English Learner	93	Red	32.3%	Higher
George Washington Preparatory High	N/A	Long Term English Learner	31	Orange	45.2%	Lower
John C. Fremont Senior High	N/A	English Learner	327	Orange	37.3%	Higher
John C. Fremont Senior High	N/A	Long Term English Learner	117	Orange	51.3%	Lower

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Comparison**
Mervyn M. Dymally High	N/A	English Learner	121	Green	46.3%	Lower
Mervyn M. Dymally High	N/A	Long Term English Learner	54	Green	61.1%	Lower
Performing Arts Community at Diego Rivera Learning Complex	N/A	English Learner	84	Orange	41.7%	Lower
Performing Arts Community at Diego Rivera Learning Complex	N/A	Long Term English Learner	34	Red	41.2%	Lower
Public Service Community at Diego Rivera Learning Complex	N/A	English Learner	68	Green	50.0%	Lower
Public Service Community at Diego Rivera Learning Complex	N/A	Long Term English Learner	42	Orange	50.0%	Lower
Resident Schools Median	**N/A**	**English Learner**	**1,348**	**Orange**	**41.7%**	**Lower**
Resident Schools Median	**N/A**	**Long Term English Learner**	**539**	**Orange**	**50.0%**	**Lower**

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Resident Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Resident Schools Median Color**	**Resident Median Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Median Comparison**
English Learner	**112**	**Orange**	**37.5%**	**1,348**	**Orange**	**41.7%**	**Lower**
Long Term English Learner	83	Red	41.0%	539	Orange	50.0%	Lower

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

Alliance Piera Barbaglia Shaheen Health Services Academy

Resident Schools Data Set

Academic Performance Medians- College / Career Academic Indicator

2022-2023 College / Career Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Percentage of Prepared Students**	**Charter Status Level**	**Charter to Resident Comparison**
Alliance Piera Barbaglia Shaheen Health Services Academy	N/A	All Students	125	28.0%	Low	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Percentage of Prepared Students%**	**Resident Schools Median Status Level**	**Charter to Resident Comparison**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	355	18.6%	Low	Higher
Augustus Hawkins High	N/A	All Students	276	30.8%	Low	Lower
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	139	31.7%	Low	Lower
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	133	50.4%	Medium	Lower
George Washington Preparatory High	N/A	All Students	218	31.2%	Low	Lower
John C. Fremont Senior High	N/A	All Students	521	36.7%	Medium	Lower
Mervyn M. Dymally High	N/A	All Students	158	22.8%	Low	Higher
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	130	28.5%	Low	Lower
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	137	42.3%	Medium	Lower
Resident Schools Median	**N/A**	**All Students**	**2,067**	**31.2%**	**Low**	**Lower**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. College / Career for 2022-2023 does not resport Change or Change Level.

Alliance Piera Barbaglia Shaheen Health Services Academy 2022-2023 College / Career Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Percentage of Prepared Students	Charter Status Level	Resident Schools Number of Students with Scores	Resident Schools Median Percentage of Prepared Students	Resident Schools Median Status Level	Charter to Resident Schools Median Comparison
All Students	**125**	**28.0%**	**Low**	**2,067**	**31.2%**	**Low**	**Lower**
Latino	100	30.0%	Low	1,724	32.1%	Low	Lower
English Learner	31	9.7%	Very Low	612	12.5%	Low	Lower
Socioeconomically Disadvantaged	123	28.5%	Low	2,032	31.5%	Low	Lower

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

2023-2024 College / Career Academic Indicator Medians - CA School Dashboard Indicator-All Students

School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of prepared students	Charter to Resident Schools Comparison
Alliance Piera Barbaglia Shaheen Health Services Academy	N/A	All Students	119	Yellow	30.3%	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)%**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	323	Yellow	25.1%	Higher
Augustus Hawkins High	N/A	All Students	243	Green	35.4%	Lower
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	109	Green	40.4%	Lower
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	143	Orange	44.8%	Lower
George Washington Preparatory High	N/A	All Students	178	Orange	24.7%	Higher
John C. Fremont Senior High	N/A	All Students	481	Green	50.1%	Lower
Mervyn M. Dymally High	N/A	All Students	158	Green	35.4%	Lower

2023-2024 College / Career Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of students**	**Charter Performance Level (color)**	**Charter Percentage of prepared students**	**Charter to Resident Schools Comparison**
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	99	Yellow	34.3%	Lower
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	102	Green	52.9%	Lower
Resident Schools Median	**N/A**	**All Students**	**1,836**	**Green**	**35.4%**	**Lower**

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

Alliance Piera Barbaglia Shaheen Health Services Academy 2023-2024 College / Career Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of prepared students	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of prepared students	Charter to Resident Schools Median Comparison
All Students	**119**	**Yellow**	**30.3%**	**1,836**	**Green**	**35.4%**	**Lower**
Latino	103	Orange	31.1%	1,513	Green	39.8%	Lower
English Learner	30	Yellow	16.7%	326	Yellow	15.4%	Higher
Socioeconomically Disadvantaged	119	Orange	30.3%	1,816	Green	36.1%	Lower

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

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE PIERA BARBAGLIA SHAHEEN
HEALTH SERVICES ACADEMY
BOARD OF EDUCATION REPORT 083-25/26
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 550 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 Piera Barbaglia Shaheen Health Services Academy 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:

BRENT AUGENBLICK
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 16

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-084-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Virgil Roberts Leadership Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Virgil Roberts Leadership Academy) Recommends approval of the renewal petition for Alliance Virgil Roberts Leadership Academy, with a benchmark, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Virgil Roberts Leadership Academy ("Charter School"), with a benchmark in the area of academics, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 450 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Virgil Roberts Leadership Academy is a 6-8 middle school currently serving 394 students on a private facility at 2941 W. 70th St., Los Angeles, CA, 90043 in Board District 1 and Region South. Alliance Virgil Roberts Leadership Academy was originally approved by the LAUSD Board of Education on February 12, 2013. On November 7, 2017, the charter school was renewed for a five-year term to serve 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Virgil Roberts Leadership Academy expires June 30, 2026.

On July 18, 2025, Alliance Virgil Roberts Leadership Academy 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 Virgil Roberts Leadership Academy 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. 084-25/26, 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 Virgil Roberts Leadership Academy 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/12Tkn5ldxk3kNS77gqSsA8a0-GbgT8gCO?usp=sharing>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 084-25/26
October 14, 2025

School Name:	**Alliance Virgil Roberts Leadership Academy**		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:	**5201**		
Type of Site(s):	**Private**		
Site Address(es):	**2941 W. 70th St., Los Angeles, CA 90043**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**6-8**	Current Enrollment:	**394**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Alliance Virgil Roberts Leadership Academy for the 2026-2031 charter term: In each year of the charter term, the school shall demonstrate decreases in the Chronic Absenteeism rate for All Students as reported on the California School Dashboard Chronic Absenteeism Academic Engagement Indicator by achieving a Chronic Absenteeism rate that has Declined or Declined Significantly from the prior year as measured by Change Level; or achieved a Chronic Absenteeism rate that is equal to or lower than the state average. 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.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Virgil Roberts Leadership Academy ("Alliance Virgil Roberts" or "Charter School"), with a benchmark in the area of academics, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

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

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Virgil Roberts Leadership Academy
Initial Authorization:	On February 12, 2013, Alliance Virgil Roberts Leadership Academy (formerly named Alliance Leadership Middle Academy and Alliance College-Ready Middle Academy 10) was authorized by the LAUSD Board of Education to serve 450 students in grades 6-8.

	Alliance Virgil Roberts Leadership Academy
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 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Virgil Roberts Leadership Academy expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Alliance Virgil Roberts Leadership Academy: The school must provide an annual update to the Charter Schools Division by June 1st of each year of the charter term demonstrating its progress related to the following: 1. The school will increase the percentage of English Learners (thereby decreasing the Long-Term English Learners percentage) demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher that the District Average. The school must provide an annual update to the Charter Schools Division by December 1st of each year of the charter term demonstrating its progress related to the following: 1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in *ELA* as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher. 2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in *Math* as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher. 3. The school will demonstrate at least one performance level growth per academic year, as reported on the California School

	Alliance Virgil Roberts Leadership Academy
Board Benchmarks in Current Charter Term (cont.):	Dashboard, for "Students with Disabilities" in *ELA* as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher. 4. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "Students with Disabilities" in *Math* as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Alliance Virgil Roberts Leadership Academy 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 Virgil Roberts Leadership Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Virgil Roberts Leadership Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. <u>Charter School Operator</u>

Alliance Virgil Roberts Leadership Academy 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. <u>Summary</u>

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

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

Please see the Alliance Virgil Roberts Leadership Academy 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 Virgil Roberts Leadership Academy Dashboard Indicators

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

To continue increasing student outcomes in ELA for all students, Charter School leaders report implementing frequent assessments across all three grade levels with the intention of identifying learning gaps and providing targeted interventions for all students, with a focus on supporting Students with Disabilities and English Learners. Additionally, the school has implemented a co-taught ELA class that pairs an ELA teacher with an ELD teacher to provide direct support for the school's Long-Term English Learners.

Alliance Virgil Roberts Leadership Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-33.7**	**Low**	**-12.2**	**Lower**
Black or African American	Met	Low	-55.1	Low	-57.7	Higher
Latino	Met	Low	-24.5	Low	-38.6	Higher
English Learner	Met	Low	-59.5	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-33.5	Low	-41.4	Higher

Alliance Virgil Roberts Leadership Academy - 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**	**-64.6**	**-30.9**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Red	-93.9	-38.8	Orange	-59.6	Lower
Latino	Met	Orange	-53.2	-28.7	Orange	-40.2	Lower
English Learner	Met	Red	-93.4	-33.9	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-65.1	-31.6	Orange	-42.6	Lower
Students with Disabilities	Met	Red	-127.2	-18.2	Red	-96.3	Lower

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

Alliance Virgil Roberts Leadership Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-55.8**	**8.8**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Orange	-84.1	9.8	Orange	-58.9	Lower
Latino	Met	Yellow	-42.2	11.0	Orange	-39.3	Lower
English Learner	Met	Orange	-71.5	21.9	Orange	-67.6	Lower
Long Term English Learner	Met	Red	-123.2	-8.5	Red	-109.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-54.5	10.6	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-115.8	11.4	Red	-95.6	Lower

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

d. Math Indicator

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

To continue increasing student outcomes in Math, Charter School leaders report improving the teacher planning process by reviewing lessons plans weekly and providing coaching and support prior to lesson delivery, and by continuing to support teachers through weekly observations and feedback cycles. The charter school also reports the school has implemented a co-teaching model where a Resource Teacher is placed with a Math teacher in classes with large numbers of Students with Disabilities to implement greater collaborative group learning, promote discourse, and strategically pair students.

Alliance Virgil Roberts Leadership Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-103.0**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-124.7	Very Low	-106.9	Lower
Latino	Met	Low	-93.7	Low	-83.4	Lower
English Learner	Met	Very Low	-133.7	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-102.5	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-168.9	Very Low	-130.8	Lower

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

Alliance Virgil Roberts Leadership Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-113.4**	**-10.4**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Red	-141.9	-17.2	Red	-104.5	Lower
Latino	Met	Red	-101.7	-8.0	Orange	-80.8	Lower
English Learner	Met	Red	-149.4	-15.7	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-114.0	-11.5	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-192.5	-23.5	Orange	-127.3	Lower

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

Alliance Virgil Roberts Leadership Academy - 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**	**-104.0**	**9.4**	**Orange**	**-47.6**	**Lower**
Black or African American	Met	Orange	-117.1	24.8	Red	-102.2	Lower
Latino	Met	Orange	-97.3	4.4	Orange	-79.2	Lower
English Learner	Met	Orange	-114.2	35.2	Orange	-93.4	Lower
Long Term English Learner	Met	Orange	-153.1	24.0	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Orange	-103.6	10.4	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-167.6	24.9	Red	-124.3	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Very High was higher than the state's Status Level of Medium. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. However, the charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rates

for the English Learner and Long-term English Learner student groups were higher than the state's rates.

Alliance Virgil Roberts Leadership Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very High	74.4%	Medium	50.3%	Higher

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

Alliance Virgil Roberts Leadership Academy - 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	Orange	59.2%	-15.2%	Yellow	48.7%	Higher

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

Alliance Virgil Roberts Leadership Academy - 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	Yellow	56.7%	-2.5%	Orange	45.7%	Higher
Long Term English Learner	Met	Green	59.5%	-0.5%	Orange	45.8%	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 and for four of five numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower than the state for three of five numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for all six numerically significant student groups.

As noted above, staff is recommending a benchmark in Chronic Absenteeism for All Students. In order to increase student attendance, Charter School leaders report adding additional staff members to the charter school's team tasked with supporting chronically absent students by conducting home visits and wellness checks. Additionally, the charter school has implemented professional development, including analysis of weekly attendance data, to provide teachers with strategies intended to positively impact attendance.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Additional Information

As noted above, Alliance Virgil Roberts Leadership Academy has five (5) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

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

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

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

Benchmark 1 was met in 2020-2021, not met in 2018-2019, 2019-2020, and2021-2022, and no update for 2022-2023, 2023-2024, and 2024-2025 given official reclassification rates were not available.

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

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

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

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

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

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

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

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

Benchmark 4 was met in 2022-2023 and 2024-2025. It was not met in 2018-2019, 2019-2020, and 2023-2024. There was no update in 2020-2021 and 2021-2022.

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

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

Benchmark 5 was met in 2024-2025. It was not met in 2018-2019, 2019-2020, 2022-2023, and 2023-2024 as the school did not demonstrate an increase in Performance Level in any of those years,

however, the charter school's Students with Disabilities student group outperformed the Resident Schools Median for those years, with the exception of 2022-2023. There was no update in 2020-2021 and 2021-2022.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

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

VI. VERIFIED DATA

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

Alliance Virgil Roberts Leadership Academy submitted verified data for consideration as part of its renewal application.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 ("Final Diagnostic" and "Spring (March 2-End of Year)," respectively) for All Students and for the following student groups: African American, 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 361 students were assessed in Reading and 368 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 111%. 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 targets[1] 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 five student groups and all five student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

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

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade 6-8	361	Grades 6-8: 45%	111%	Met
African American	110	Grades 6-8: 45%	89%	Met
English Learner	78	Grades 6-8: 45%	100%	Met
Latino	261	Grades 6-8: 45%	125%	Met
Socioeconomically Disadvantaged	328	Grades 6-8: 45%	103%	Met
Students with Disabilities	53	Grades 6-8: 45%	82%	Met

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

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

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 ("Final Diagnostic" and "Spring (March 2-End of Year)," respectively) for All Students and for the following student groups: African American, 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 359 students were assessed in Math and 368 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 108%. Based on i-Ready's Median Progress to Typical Growth targets[2] 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.

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

As seen in the table below, Charter School provided the most recent data for five student groups and all five 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 6-8	359	Grades 6-8: 60%	108%	Met
African American	109	Grades 6-8: 60%	108%	Met
English Learner	76	Grades 6-8: 60%	86%	Met
Latino	260	Grades 6-8: 60%	107%	Met
Socioeconomically Disadvantaged	327	Grades 6-8: 60%	107%	Met
Students with Disabilities	54	Grades 6-8: 60%	72%	Met

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

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

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

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Alliance Virgil Roberts Leadership Academy'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	$1,286,986	$1,632,345	$1,793,711	$1,374,388	$725,168
Net Income/Loss	$623,196	$345,359	$161,366	($419,323) [2]	($649,220) [3]
Transfers In/Out	$2,461 [1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	410	413	387	400	394

[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 reported net loss of ($419,323) for FY 2023-2024 was due to lower one-time funding available to schools coupled with higher compensation and substitute teacher services.

[3] According to Alliance, the projected net loss of ($649,220) for FY 2024-2025 was due to lower overall enrollment coupled with higher compensation and lower one-time revenues. Alliance asserted that the school is strategically using reserves to maintain quality programs and improve enrollment.

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		**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)
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'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.

ATTACHMENT B

Alliance Virgil Roberts Leadership Academy

Board District: 1 | Region: South | Location Code: 5201

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023							Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	399	-33.7	Low	-12.2	Lower	99%	363	-64.6	-30.9	Declined Significantly	Orange	-13.6	Lower	100%	367	-55.8	8.8	Increased	Yellow	-13.2	Lower
African American/Black	100%	120	-55.1	Low	-57.7	Higher	99%	100	-93.9	-38.8	Declined Significantly	Red	-59.6	Lower	100%	106	-84.1	9.8	Increased	Orange	-58.9	Lower
English Learner	100%	127	-59.5	Low	-61.2	Higher	100%	113	-93.4	-33.9	Declined Significantly	Red	-67.7	Lower	99%	123	-71.5	21.9	Increased Significantly	Orange	-67.6	Lower
Latino	100%	278	-24.5	Low	-38.6	Higher	100%	262	-53.2	-28.7	Declined Significantly	Orange	-40.2	Lower	100%	257	-42.2	11.0	Increased	Yellow	-39.3	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	98%	46	-123.2	-8.5	Declined	Red	-109.6	Lower
Socioeconomically Disadvantaged	100%	390	-33.5	Low	-41.4	Higher	100%	359	-65.1	-31.6	Declined Significantly	Orange	-42.6	Lower	100%	355	-54.5	10.6	Increased	Yellow	-40.9	Lower
Students with Disabilities	100%	63	-109.0	Very Low	-97.3	Lower	100%	58	-127.2	-18.2	Declined Significantly	Red	-96.3	Lower	100%	49	-115.8	11.4	Increased	Orange	-95.6	Lower

Data Sources: California School Dashboard Research data files.

Alliance Virgil Roberts Leadership Academy

Board District: 1 | Region: South | Location Code: 5201

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	398	-103.0	Very Low	-51.7	Lower	99%	361	-113.4	-10.4	Declined	Red	-49.1	Lower	100%	370	-104.0	9.4	Increased	Orange	-47.6	Lower
African American/Black	100%	120	-124.7	Very Low	-106.9	Lower	99%	100	-141.9	-17.2	Declined Significantly	Red	-104.5	Lower	100%	106	-117.1	24.8	Increased Significantly	Orange	-102.2	Lower
English Learner	99%	126	-133.7	Very Low	-92.0	Lower	99%	112	-149.4	-15.7	Declined Significantly	Red	-93.4	Lower	100%	126	-114.2	35.2	Increased Significantly	Orange	-93.4	Lower
Latino	100%	277	-93.7	Low	-83.4	Lower	99%	260	-101.7	-8.0	Declined	Red	-80.8	Lower	100%	260	-97.3	4.4	Increased	Orange	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	47	-153.1	24.0	Increased Significantly	Orange	-163.5	Higher
Socioeconomically Disadvantaged	100%	389	-102.5	Very Low	-84.0	Lower	99%	357	-114.0	-11.5	Declined	Red	-80.8	Lower	100%	358	-103.6	10.4	Increased	Orange	-78.2	Lower
Students with Disabilities	98%	62	-168.9	Very Low	-130.8	Lower	100%	58	-192.5	-23.5	Declined Significantly	Red	-127.3	Lower	100%	49	-167.6	24.9	Increased Significantly	Orange	-124.3	Lower

Data Sources: California School Dashboard Research data files.

Alliance Virgil Roberts Leadership Academy

Board District: 1 | Region: South | Location Code: 5201

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

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	86	74.4%	Very High	50.3%	Higher	76	59.2%	-15.2	Declined Significantly	Orange	48.7%	Higher	67	56.7%	-2.5	Declined	Yellow	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	42	59.5%	-0.5	Maintained	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	74.4%	0.0%	15.1%	10.5%	47.5%	2.8%	31.4%	18.3%
2023	EL	56.6%	2.6%	21.1%	19.7%	45.7%	2.3%	32.2%	18.3%
2024	EL	55.2%	1.5%	28.4%	14.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	57.1%	2.4%	23.8%	16.7%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	89	89	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	82	83	98.8%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	35	35	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	76	76	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	35	35	100.0%	Y	182,603	190,459	95.9%	Y

Alliance Virgil Roberts Leadership Academy

Board District: 1 | Region: South | Location Code: 5201

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	418	40.4%	Very High	30.0%	Higher	415	29.9%	-10.6	Declined Significantly	Yellow	24.3%	Higher	426	35.9%	6.0	Increased Significantly	Red	18.6%	Higher
African American/Black	122	54.9%	Very High	42.9%	Higher	121	41.3%	-13.6	Declined	Orange	36.4%	Higher	121	40.5%	-0.8	Declined	Orange	31.3%	Higher
English Learner	100	38.0%	Very High	33.6%	Higher	102	21.6%	-16.4	Declined	Orange	26.3%	Lower	84	28.6%	7.0	Increased	Red	20.1%	Higher
Homeless Youth	4	*	*	45.1%	*	11	45.5%	--	--	--	38.7%	--	15	40.0%	-5.5	Declined	--	32.7%	--
Latino	295	34.6%	Very High	35.8%	Lower	293	25.3%	-9.3	Declined Significantly	Yellow	28.4%	Lower	299	34.4%	9.2	Increased Significantly	Red	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	48	33.3%	12.6	Increased	Red	23.9%	Higher
Socioeconomically Disadvantaged	405	40.2%	Very High	37.4%	Higher	406	29.6%	-10.7	Declined Significantly	Yellow	29.9%	Lower	407	35.6%	6.1	Increased Significantly	Red	23.4%	Higher
Students with Disabilities	66	43.9%	Very High	39.6%	Higher	67	40.3%	-3.6	Declined	Orange	33.1%	Higher	56	39.3%	-1.0	Declined	Orange	26.3%	Higher

Data Sources: California School Dashboard Research data files.

Alliance Virgil Roberts Leadership Academy

Board District: 1 | Region: South | Location Code: 5201

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	423	5.4%	Medium	3.1%	Higher	424	2.4%	-3.1	Declined Significantly	Green	3.5%	Lower	441	2.0%	-0.3	Declined	Green	3.2%	Lower
African American/Black	124	5.6%	Medium	7.9%	Lower	126	4.0%	-1.7	Declined	Green	8.8%	Lower	129	3.1%	-0.9	Declined	Green	8.4%	Lower
English Learner	101	10.9%	High	3.2%	Higher	102	2.9%	-7.9	Declined	Green	3.7%	Lower	86	1.2%	-1.8	Declined	Green	3.4%	Lower
Homeless Youth	4	*	*	5.5%	*	11	0.0%	--	--	--	6.5%	--	15	6.7%	6.7	Increased	--	5.7%	--
Latino	298	5.4%	Medium	3.3%	Higher	296	1.7%	-3.7	Declined Significantly	Blue	3.8%	Lower	306	1.3%	-0.4	Declined	Green	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	49	0.0%	-3.9	Declined	Blue	8.1%	Lower
Socioeconomically Disadvantaged	410	5.6%	Medium	4.0%	Higher	413	2.4%	-3.2	Declined Significantly	Green	4.5%	Lower	417	2.2%	-0.3	Declined	Green	4.0%	Lower
Students with Disabilities	67	6.0%	Medium	5.4%	Higher	67	6.0%	0.0	Maintained	Yellow	5.9%	Higher	57	0.0%	-6.0	Declined	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Alliance Virgil Roberts Leadership Academy

Board District: 1 | Region: South | Location Code: 5201

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	407	529,902	5,837,690	399	516,685	5,806,221
F/R Meal	97.1%	80.6%	61.6%	95.0%	81.9%	62.7%
GATE	5.4%	11.6%	N/A	8.0%	13.0%	N/A
English Learner	18.9%	20.1%	18.4%	22.8%	18.6%	17.4%
Foster Youth	1.2%	0.6%	0.5%	1.3%	0.5%	0.5%
Homeless Youth	2.7%	2.1%	3.6%	5.0%	2.7%	4.0%
Socioeconomically Disadvantaged	97.1%	81.3%	62.7%	95.5%	82.4%	63.6%
Students w/ Disabilities	12.0%	14.8%	13.7%	13.8%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	29.0%	7.3%	4.9%	26.1%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.2%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	69.8%	73.8%	56.1%	72.2%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.3%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	1.0%	1.8%	1.1%	1.5%	2.2%	1.2%

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

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

Alliance Virgil Roberts Leadership Academy

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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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	34	17.5%	17,921	7.3%	226,508	11.1%	38	19.8%	15,302	6.5%	211,186	10.6%	40	20.8%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	0.5%	17,295	7.1%	144,189	7.1%	4	2.1%	15,717	6.7%	136,188	6.8%	2	1.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	5	2.6%	60,457	24.7%	505,486	24.8%	5	2.6%	60,574	25.7%	519,651	26.0%	13	6.8%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	40	20.6%	18,850	7.7%	236,319	11.6%	30	15.6%	14,725	6.2%	207,768	10.4%	36	18.8%	13,775	6.2%	178,306	9.3%
EL Total	80	41.2%	114,523	46.8%	1,112,502	54.5%	77	40.1%	106,318	45.0%	1,074,793	53.8%	91	47.4%	95,959	43.3%	1,009,030	52.6%
RFEP	114	58.8%	130,377	53.2%	927,694	45.5%	115	59.9%	129,789	55.0%	924,422	46.2%	101	52.6%	125,465	56.7%	909,298	47.4%
Total Ever EL	194	100.0%	244,900	100.0%	2,040,196	100.0%	192	100.0%	236,107	100.0%	1,999,215	100.0%	192	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/filesltel.asp

Alliance Virgil Roberts Leadership Academy

Board District: 1 | Region: South | Location Code: 5201

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	407			529,902			399			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	49	100%	12%	78,319	100%	14.8%	55	100%	13.8%	80,505	100%	15.6%
High Incidence	44	89.8%	10.8%	52,153	66.6%	9.8%	51	92.7%	12.8%	52,412	65.1%	10.1%
Low Incidence	5	10.2%	1.2%	26,162	33.4%	4.9%	4	7.3%	1%	28,084	34.9%	5.4%
Autism	1	2%	0.2%	18,713	23.9%	3.5%	2	3.6%	0.5%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	2%	0.2%	971	1.2%	0.2%	1	1.8%	0.3%	931	1.2%	0.2%
Intellectual Disability	1	2%	0.2%	3,393	4.3%	0.6%	1	1.8%	0.3%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	8	16.3%	2%	10,930	14%	2.1%	7	12.7%	1.8%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	33	67.3%	8.1%	29,615	37.8%	5.6%	40	72.7%	10%	29,368	36.5%	5.7%
Speech or Language Impairment	3	6.1%	0.7%	11,608	14.8%	2.2%	4	7.3%	1%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	2	4.1%	0.5%	185	0.2%	0%	0	0%	0%	175	0.2%	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 VIRGIL ROBERTS LEADERSHIP ACADEMY
BOARD OF EDUCATION REPORT 084-25/26
October 14, 2025

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

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Virgil Roberts Leadership Academy 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:

BRENT AUGENBLICK
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 17

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-085-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Ánimo Ellen Ochoa Charter Middle [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Ánimo Ellen Ochoa Charter Middle) Recommends approval of the renewal petition for Ánimo Ellen Ochoa Charter Middle, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 540 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Ánimo Ellen Ochoa Charter Middle ("Charter School"), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve to up 540 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Ánimo Ellen Ochoa Charter Middle is a 6-8 school currently serving 280 students on a private facility at 4360 Dozier St., Los Angeles, CA, 90022 in Board District 2 and Region East. Ánimo Ellen Ochoa Charter Middle was originally approved by the LAUSD Board of Education on January 4, 2011. On November 24, 2020, the charter school was renewed, with conditions, for a two-year term to serve 540 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo Ellen Ochoa Charter Middle expires June 30, 2026.

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

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

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

Due Diligence:
Current Ánimo Ellen Ochoa Charter Middle governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due

diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

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

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

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

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

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

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

Board Options and Consequences:
"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. 085-25/26, 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 - Ánimo Ellen Ochoa Charter Middle Data Set
Attachment C - Ánimo Ellen Ochoa Charter Middle CORE Data
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1XjGRdEgGuabQ5DOAUJULdZSS4sMOzWjT?usp=sharing>

Submitted:
09/19/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 085-25/26
October 14, 2025

School Name:	**Ánimo Ellen Ochoa Charter Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Green Dot Public Schools**		
Location Code:	**5182**		
Type of Site(s):	**Private**		
Site Address(es):	**4360 Dozier St., Los Angeles, CA 90022**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**6-8**	Current Enrollment:	**280**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**540**
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 Ánimo Ellen Ochoa Charter Middle ("Ánimo Ellen Ochoa" or "Charter School"), 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 540 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

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

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Ánimo Ellen Ochoa Charter Middle
Initial Authorization:	On January 4, 2011, Ánimo Ellen Ochoa Charter Middle (formerly named Ánimo Charter Middle School #1) was authorized by the LAUSD Board of Education to serve 540 students in grades 6-8.
Most Recent Renewal	The charter was renewed on November 24, 2020, with conditions, for a two-year term (July 1, 2021 - June 30, 2023) to serve up to 540 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo Ellen Ochoa expires June 30, 2026.

	Ánimo Ellen Ochoa Charter Middle
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Ánimo Ellen Ochoa 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:	Ánimo Ellen Ochoa implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ánimo Ellen Ochoa participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ánimo Ellen Ochoa is operated by Green Dot Public Schools, a California nonprofit public benefit corporation that also operates 13 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Ánimo Ellen Ochoa 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 on the English Learner Progress Indicator (ELPI). Charter School submitted four years of verified data in ELA and Math, which demonstrated one year's progress for All Students and all numerically significant student groups in both ELA and Math, with a noted participation rate concern in ELA.

Please see the Ánimo Ellen Ochoa 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.

Ánimo Ellen Ochoa Charter Middle Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Animo Ellen Ochoa Charter Middle - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-47.9**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-48.5	Low	-38.6	Lower
English Learner	Met	Very Low	-92.1	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-49.7	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-114.7	Very Low	-97.3	Lower

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

Animo Ellen Ochoa Charter Middle - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-25.2**	**22.7**	**Orange**	**-13.6**	**Lower**
Latino	Met	Yellow	-25.2	23.3	Orange	-40.2	Higher
English Learner	Met	Yellow	-69.6	22.5	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Yellow	-25.0	24.7	Orange	-42.6	Higher
Students with Disabilities	Met	Orange	-94.0	20.7	Red	-96.3	Higher

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

Animo Ellen Ochoa Charter Middle - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**-4.4**	**20.9**	**Orange**	**-13.2**	**Higher**
Latino	Met	Green	-5.0	20.2	Orange	-39.3	Higher
English Learner	Met	Yellow	-41.7	27.9	Orange	-67.6	Higher
Long Term English Learner	Met	Yellow	-63.9	35.9	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-5.7	19.3	Orange	-40.9	Higher
Students with Disabilities	Met	Red	-91.7	2.3	Red	-95.6	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 lower than the state for all numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for three of five student groups.

Animo Ellen Ochoa Charter Middle - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-117.1**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-118.3	Low	-83.4	Lower
English Learner	Met	Very Low	-158.4	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-117.5	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-182.2	Very Low	-130.8	Lower

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

Animo Ellen Ochoa Charter Middle - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-81.9**	**35.2**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-82.4	35.9	Orange	-80.8	Lower
English Learner	Met	Orange	-128.3	30.1	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-81.5	36.0	Yellow	-80.8	Lower
Students with Disabilities	Met	Orange	-146.2	36.0	Orange	-127.3	Lower

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

Animo Ellen Ochoa Charter Middle - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-60.0**	**22.0**	**Orange**	**-47.6**	**Lower**
Latino	Met	Yellow	-60.1	22.3	Orange	-79.2	Higher
English Learner	Met	Orange	-98.4	29.9	Orange	-93.4	Lower
Long Term English Learner	Met	Orange	-127.8	17.0	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-61.0	20.6	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-133.6	12.6	Red	-124.3	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Low was lower than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Blue was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups was higher than the state's rates.

Animo Ellen Ochoa Charter Middle - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	Low	69.4%	Medium	50.3%	Higher

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

Animo Ellen Ochoa Charter Middle - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	66.7%	-1.3%	Yellow	48.7%	Higher

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

Animo Ellen Ochoa Charter Middle - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	65.6%	-1%	Orange	45.7%	Higher
Long Term English Learner	Met	No Performance Color	73.9%	3.9%	Orange	45.8%	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 schools rate of chronic absenteeism was higher than the state for All Students and for three of four numerically significant student groups, and lower than the state for one numerically significant student group. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and lower for three of four numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and lower for all numerically significant student groups.

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
Ánimo Ellen Ochoa's teachers are represented by the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the California Teachers Association (CTA). Classified staff is represented by Ánimo Classified Employees Association, a CTA affiliate that is the collective bargaining unit of classified school staff.

This charter school was selected for the 2024 California Distinguished Schools Program.

Charter Renewal: On November 24, 2020, the Los Angeles Unified School District (LAUSD) Board of Education voted to conditionally approve the charter renewal petition of Ánimo Ellen Ochoa Charter Middle for two (2) years, beginning July 1, 2021, until June 30, 2023. The conditions of approval are specified below:

1. By the time the Charter School submits its renewal petition as noted in #2 below, the Charter School shall no longer be classified as low performing, pursuant to the state's designations. If the Charter School continues to be classified as low performing, it shall be deemed as not meeting the conditions and will be recommended for revocation or non-renewal; and

2. The Charter School must submit its renewal petition after the state has published the California School Dashboard data and performance category for the 2021-2022 school year (currently projected for December 2022). A submission of the renewal petition by the Charter School prior to the latest available state data will constitute a failure to meet the conditions and will be recommended for revocation or non-renewal[1]; and

3. Upon submission of its renewal petition (pursuant to #2 above), the Charter School must present verified data in accordance with applicable law and State Board of Education regulations; and

4. Meet all applicable requirements in law related to charter school renewals.

District staff analyzed the Charter School's conditions of approval as part of the renewal review process and determined the conditions have been met.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

[1] 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.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
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).)

ELA

Charter School provided data "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education 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. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of "growth events[2]" on the reports. In 2024-2025 Charter School had a norm enrollment of 280 students and the NWEA Reading report indicates that the school had 259. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA

Reading

Charter School provided data for 2024-2025 (Fall to Spring administration) for Grades 6-8, and for the following student groups[3]: Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 6 (Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities), Grade 7 (Latino, English Learner, Socioeconomically Disadvantaged, and Student with Disabilities), and Grade 8 (Latino, Socioeconomically Disadvantaged, and Students with Disabilities) meeting one year's progress.

[2] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.
[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	73	-0.2 to 0.2	1.77	Met
Latino	68	-0.2 to 0.2	1.72	Met
English Learner	14	-0.2 to 0.2	2.54	Met
Socioeconomically Disadantaged	69	-0.2 to 0.2	1.81	Met
Student with Disabilities	15	-0.2 to 0.2	1.30	Met
Foster Youth	*	-0.2 to 0.2	*	*
Asian	*	-0.2 to 0.2	*	*
Grade 7	78	-0.2 to 0.2	0.47	Met
Latino	69	-0.2 to 0.2	0.50	Met
English Learner	12	-0.2 to 0.2	1.18	Met
Socioeconomically Disadantaged	75	-0.2 to 0.2	0.44	Met
Student with Disabilities	13	-0.2 to 0.2	-0.27	Not Met
Homeless Youth	*	-0.2 to 0.2	*	*
Asian	*	-0.2 to 0.2	*	*
American Indian or Alaskan Native	*	-0.2 to 0.2	*	*
Black of African American	*	-0.2 to 0.2	*	*
Two or More Races	*	-0.2 to 0.2	*	*
White	*	-0.2 to 0.2	*	*
Grade 8	108	-0.2 to 0.2	0.45	Met
Latino	45	-0.2 to 0.2	0.45	Met
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadantaged	103	-0.2 to 0.2	0.41	Met
Student with Disabilities	18	-0.2 to 0.2	0.33	Met
Homeless Youth	*	-0.2 to 0.2	*	*
Foster Youth	*	-0.2 to 0.2	*	*
American Indian or Alaskan Native	*	-0.2 to 0.2	*	*
Asian	*	-0.2 to 0.2	*	*
White	*	-0.2 to 0.2	*	*

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

Charter School submitted only one year of NWEA reports for verified data consideration.

Charter School also submitted verified data using Reading Inventory for the 2021-2022, 2022-2023, and 2023-2024 school years. Reading Inventory is an adopted academic progress indicator approved by the SBE to be on the verified data list. Based on Reading Inventory's Growth Thresholds range, 50%-100% qualifies as at least one year's progress. Charter School met the one year's progress for All Students and for all four of the school's student groups in Reading Inventory for all three years that data was submitted. In addition, Charter School appears to have met the 95 percent participation rate based on norm enrollment compared to "total students with 2+ assessments" for all three years that Reading Inventory data was submitted.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2021-2022, 2022-2023, 2023-2024, and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups[4]: Students with Disabilities, Socioeconomically Disadvantaged, and English Learner. 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 265 students were assessed in Math and 265 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 144%. Per the California State Board of Education 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 targets[5] 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 three student groups and all three student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

[4] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

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

Student Groups	i-Ready Diagnostic Growth Math 2024-2025			
	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
All Students Grade 6-8	265	Grades 6-8: 60%	144%	Met
Students with Disabilities	46	Grades 6-8: 60%	85%	Met
Socioeconomically Disadvantaged	254	Grades 6-8: 60%	150%	Met
English Learner	32	Grades 6-8: 60%	168%	Met
White	*	Grades 6-8: 60%	*	*

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

Charter School also submitted verified data using i-Ready for the 2021-2022, 2022-2023, and 2023-2024, school years. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and met the one year's progress for all three of the school's student groups in Math in 2021-2022, 2022-2023, and 2023-2024.

Based on the review and consideration of verified data, Ánimo Ellen Ochoa included four years of data, including schoolwide and student group reports (Student with Disabilities, Socioeconomically Disadvantaged, and English Learner) for Math. In 2021-2022, 2022-2023, 2023-2024, and 2024-2025, Ánimo Ellen Ochoa appears to have met 95 percent participation rate schoolwide and for all numerically significant student groups.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[6] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[7]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results. CORE guidance states percentiles above 70 indicate above-average growth. Percentiles of 31-70 indicate average growth. Percentiles below 31 indicate below-average growth.

Charter School provided CORE data for All Students and for four student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for 2022-2023 and 2023-2024. In 2022-2023, the data showed "above-average" growth for All Students and all student groups. In 2023-2024, the data showed "above-average" growth for All Students and for the majority of student groups.

[6] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[7] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Ánimo Ellen Ochoa Charter Middle's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$749,568	$1,018,949	$633,166	$613,354	$513,354
Net Income/Loss	$539,995	$269,381	($385,783)[1]	($19,812)[2]	($100,000)[3]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	336	313	305	297	280

[1] According to Green Dot Public Schools, the net loss reported for 2022-2023 was primarily due to an approximately $1M decrease in federal revenues resulting from the COVID-19 grant revenue true-up.

[2] According Green Dot Public Schools, the net loss reported for 2023-2024 resulted from expenses slightly exceeding revenues.

[3] According Green Dot Public Schools, the projected loss for the 2024-2025 Second Interim was primarily due to ongoing financial pressures, such as high Special Education expenditures and inflationary impacts that a smaller school may struggle to absorb.

Ánimo Ellen Ochoa Charter Middle stated that it plans to increase enrollment through various means, for example, increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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.

Green Dot Public 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)
18	14	$115,424,756	$3,408,314	$23,456,436	$5,338,552

Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	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%	284	-47.9	Low	-12.2	Lower	99%	287	-25.2	22.7	Increased Significantly	Yellow	-13.6	Lower	100%	280	-4.4	20.9	Increased Significantly	Green	-13.2	Higher
English Learner	97%	95	-92.1	Very Low	-61.2	Lower	99%	98	-69.6	22.5	Increased Significantly	Yellow	-67.7	Lower	100%	96	-41.7	27.9	Increased Significantly	Yellow	-67.6	Higher
Latino	97%	281	-48.5	Low	-38.6	Lower	99%	285	-25.2	23.3	Increased Significantly	Yellow	-40.2	Higher	100%	276	-5.0	20.2	Increased Significantly	Green	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	42	-63.9	35.9	Increased Significantly	Yellow	-109.6	Higher
Socioeconomically Disadvantaged	97%	274	-49.7	Low	-41.4	Lower	99%	277	-25.0	24.7	Increased Significantly	Yellow	-42.6	Higher	100%	272	-5.7	19.3	Increased Significantly	Yellow	-40.9	Higher
Students with Disabilities	96%	70	-114.7	Very Low	-97.3	Lower	98%	58	-94.0	20.7	Increased Significantly	Orange	-96.3	Higher	100%	58	-91.7	2.3	Maintained	Red	-95.6	Higher

Data Sources: California School Dashboard Research data files.

Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	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	96%	285	-117.1	Very Low	-51.7	Lower	98%	285	-81.9	35.2	Increased Significantly	Yellow	-49.1	Lower	100%	280	-60.0	22.0	Increased Significantly	Yellow	-47.6	Lower
English Learner	98%	96	-158.4	Very Low	-92.0	Lower	100%	99	-128.3	30.1	Increased Significantly	Orange	-93.4	Lower	100%	96	-98.4	29.9	Increased Significantly	Orange	-93.4	Lower
Latino	96%	282	-118.3	Very Low	-83.4	Lower	98%	283	-82.4	35.9	Increased Significantly	Yellow	-80.8	Lower	100%	276	-60.1	22.3	Increased Significantly	Yellow	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	42	-127.8	17.0	Increased Significantly	Orange	-163.5	Higher
Socioeconomically Disadvantaged	97%	275	-117.5	Very Low	-84.0	Lower	98%	275	-81.5	36.0	Increased Significantly	Yellow	-80.8	Lower	100%	272	-61.0	20.6	Increased Significantly	Yellow	-78.2	Higher
Students with Disabilities	97%	71	-182.2	Very Low	-130.8	Lower	98%	58	-146.2	36.0	Increased Significantly	Orange	-127.3	Lower	100%	58	-133.6	12.6	Increased	Orange	-124.3	Lower

Data Sources: California School Dashboard Research data files.

Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

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	49	69.4%	Low	50.3%	Higher	48	66.7%	-1.3	Maintained	Blue	48.7%	Higher	32	65.6%	-1.0	Maintained	Blue	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	23	73.9%	3.9	Increased	--	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	69.4%	0%	26.5%	4.1%	47.5%	2.8%	31.4%	18.3%
2023	EL	66.7%	0%	27.1%	6.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	65.6%	0%	28.1%	6.3%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	73.9%	0%	26.1%	0.0%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	51	54	94.4%	N	1,052,513	1,088,734	96.7%	Y
2023	EL	48	48	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	20	20	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	34	35	97.1%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	19	19	100.0%	Y	182,603	190,459	95.9%	Y

Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	321	37.1%	Very High	30.0%	Higher	319	28.2%	-8.9	Declined Significantly	Yellow	24.3%	Higher	302	16.9%	-11.3	Declined Significantly	Yellow	18.6%	Lower
English Learner	81	34.6%	Very High	33.6%	Higher	65	23.1%	-11.5	Declined	Orange	26.3%	Lower	61	4.9%	-18.2	Declined	Green	20.1%	Lower
Homeless Youth	13	38.5%	Very High	45.1%	--	7	*	*	*	*	38.7%	*	7	*	*	*	*	32.7%	*
Latino	318	37.1%	Very High	35.8%	Higher	316	28.2%	-8.9	Declined Significantly	Yellow	28.4%	Lower	297	16.8%	-11.3	Declined Significantly	Yellow	21.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	46	6.5%	-16.2	Declined	Green	23.9%	Lower
Socioeconomically Disadvantaged	306	35.6%	Very High	37.4%	Lower	304	27.6%	-8.0	Declined Significantly	Yellow	29.9%	Lower	292	17.1%	-10.5	Declined Significantly	Yellow	23.4%	Lower
Students with Disabilities	75	36.0%	Very High	39.6%	Lower	64	37.5%	1.5	Increased	Red	33.1%	Higher	61	14.8%	-22.7	Declined	Yellow	26.3%	Lower

Data Sources: California School Dashboard Research data files.

Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	328	0.0%	Very Low	3.1%	Lower	325	0.0%	0.0	Maintained	Blue	3.5%	Lower	307	0.0%	0.0	Maintained	Blue	3.2%	Lower
English Learner	85	0.0%	Very Low	3.2%	Lower	65	0.0%	0.0	Maintained	Blue	3.7%	Lower	62	0.0%	0.0	Maintained	Blue	3.4%	Lower
Homeless Youth	15	0.0%	Very Low	5.5%	--	7	*	*	*	*	6.5%	*	7	*	*	*	*	5.7%	*
Latino	325	0.0%	Very Low	3.3%	Lower	322	0.0%	0.0	Maintained	Blue	3.8%	Lower	302	0.0%	0.0	Maintained	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	47	0.0%	0.0	Maintained	Blue	8.1%	Lower
Socioeconomically Disadvantaged	312	0.0%	Very Low	4.0%	Lower	309	0.0%	0.0	Maintained	Blue	4.5%	Lower	297	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	77	0.0%	Very Low	5.4%	Lower	64	0.0%	0.0	Maintained	Blue	5.9%	Lower	61	0.0%	0.0	Maintained	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	298	529,902	5,837,690	280	516,685	5,806,221
F/R Meal	96.0%	80.6%	61.6%	95.4%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	15.8%	20.1%	18.4%	14.3%	18.6%	17.4%
Foster Youth	0.7%	0.6%	0.5%	1.4%	0.5%	0.5%
Homeless Youth	2.0%	2.1%	3.6%	1.8%	2.7%	4.0%
Socioeconomically Disadvantaged	97.0%	81.3%	62.7%	95.7%	82.4%	63.6%
Students w/ Disabilities	18.8%	14.8%	13.7%	18.9%	15.6%	14.2%
Migrant Youth	0.3%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.7%	7.3%	4.9%	0.0%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.3%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	98.3%	73.8%	56.1%	99.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.7%	9.8%	20.3%	0.7%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	26	13.3%	17,921	7.3%	226,508	11.1%	22	11.8%	15,302	6.5%	211,186	10.6%	15	9.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	0.5%	17,295	7.1%	144,189	7.1%	1	0.5%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	0	0.0%	60,457	24.7%	505,486	24.8%	4	2.2%	60,574	25.7%	519,651	26.0%	8	4.8%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	35	17.9%	18,850	7.7%	236,319	11.6%	20	10.8%	14,725	6.2%	207,768	10.4%	17	10.2%	13,775	6.2%	178,306	9.3%
EL Total	62	31.6%	114,523	46.8%	1,112,502	54.5%	47	25.3%	106,318	45.0%	1,074,793	53.8%	40	24.1%	95,959	43.3%	1,009,030	52.6%
RFEP	134	68.4%	130,377	53.2%	927,694	45.5%	139	74.7%	129,789	55.0%	924,422	46.2%	126	75.9%	125,465	56.7%	909,298	47.4%
Total Ever EL	196	100.0%	244,900	100.0%	2,040,196	100.0%	186	100.0%	236,107	100.0%	1,999,215	100.0%	166	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/filesltel.asp

Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	298			529,902			280			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	56	100%	18.8%	78,319	100%	14.8%	53	100%	18.9%	80,505	100%	15.6%
High Incidence	46	82.1%	15.4%	52,153	66.6%	9.8%	44	83%	15.7%	52,412	65.1%	10.1%
Low Incidence	10	17.9%	3.4%	26,162	33.4%	4.9%	9	17%	3.2%	28,084	34.9%	5.4%
Autism	9	16.1%	3%	18,713	23.9%	3.5%	9	17%	3.2%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	1.8%	0.3%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	6	10.7%	2%	10,930	14%	2.1%	10	18.9%	3.6%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	39	69.6%	13.1%	29,615	37.8%	5.6%	31	58.5%	11.1%	29,368	36.5%	5.7%
Speech or Language Impairment	1	1.8%	0.3%	11,608	14.8%	2.2%	3	5.7%	1.1%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

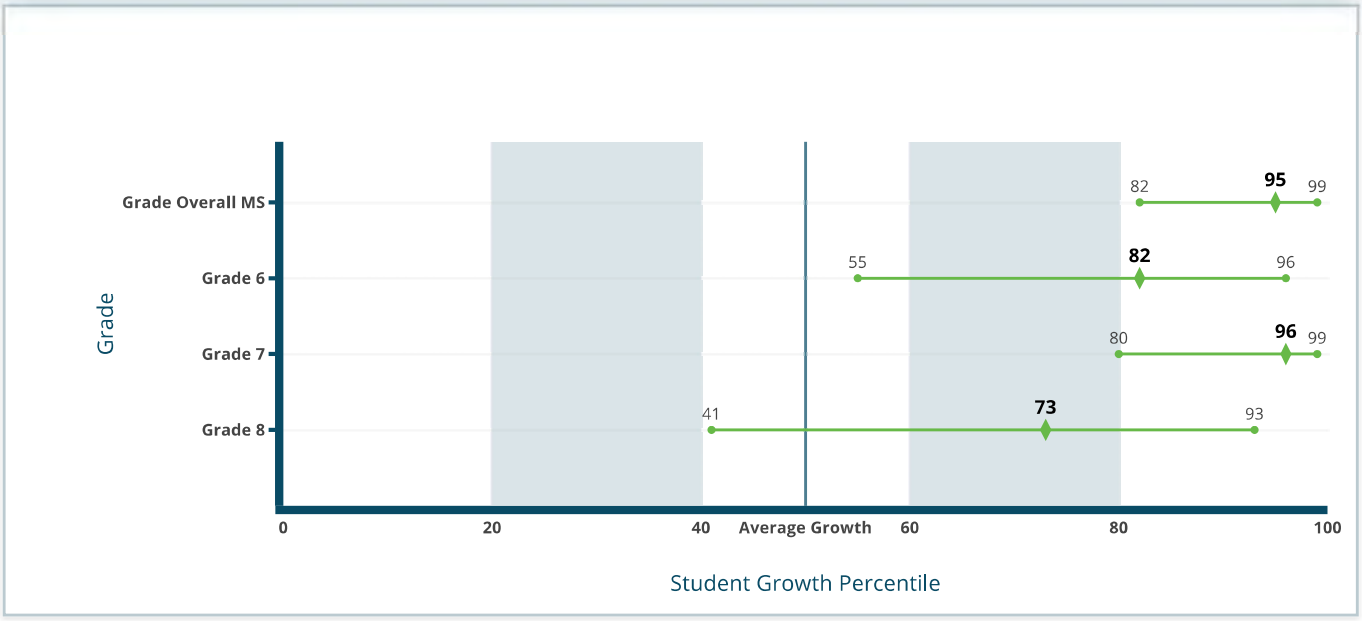
Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in English Language Arts among All Students, 2022-2023



Metric Breakdown

Grade Overall MS

Growth Est:	95
Index Level:	10
Confidence Interval:	82-99
Number of Students:	226

The growth percentile is 95 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

Grade 6

Growth Est:	82
Index Level:	9
Confidence Interval:	55-96
Number of Students:	68

The growth percentile is 82 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

The growth percentile is 96 which represents above average growth. Students in this case grew 27 scale score points greater than similar students.

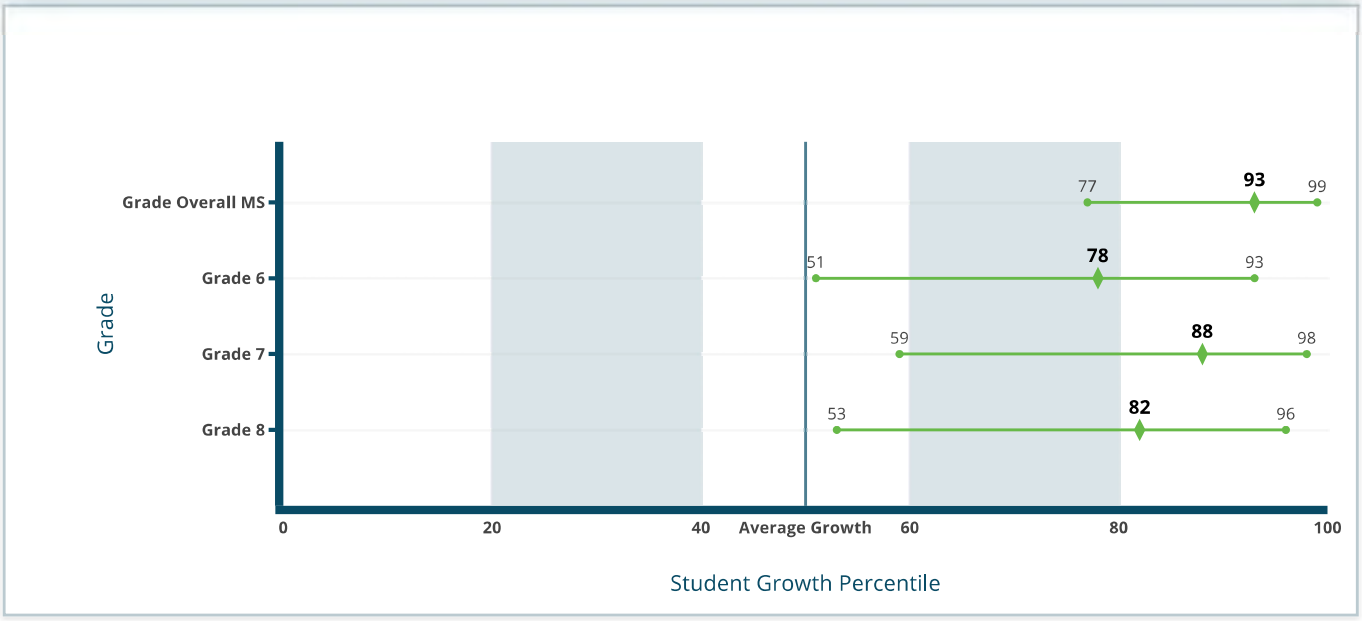
The growth percentile is 73 which represents above average growth. Students in this case grew 9 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in Math among All Students, 2022-2023



Metric Breakdown

Grade Overall MS

Growth Est:	93
Index Level:	10
Confidence Interval:	77-99
Number of Students:	226

The growth percentile is 93 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

Grade 6

Growth Est:	78
Index Level:	8
Confidence Interval:	51-93
Number of Students:	68

The growth percentile is 78 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

The growth percentile is 88 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

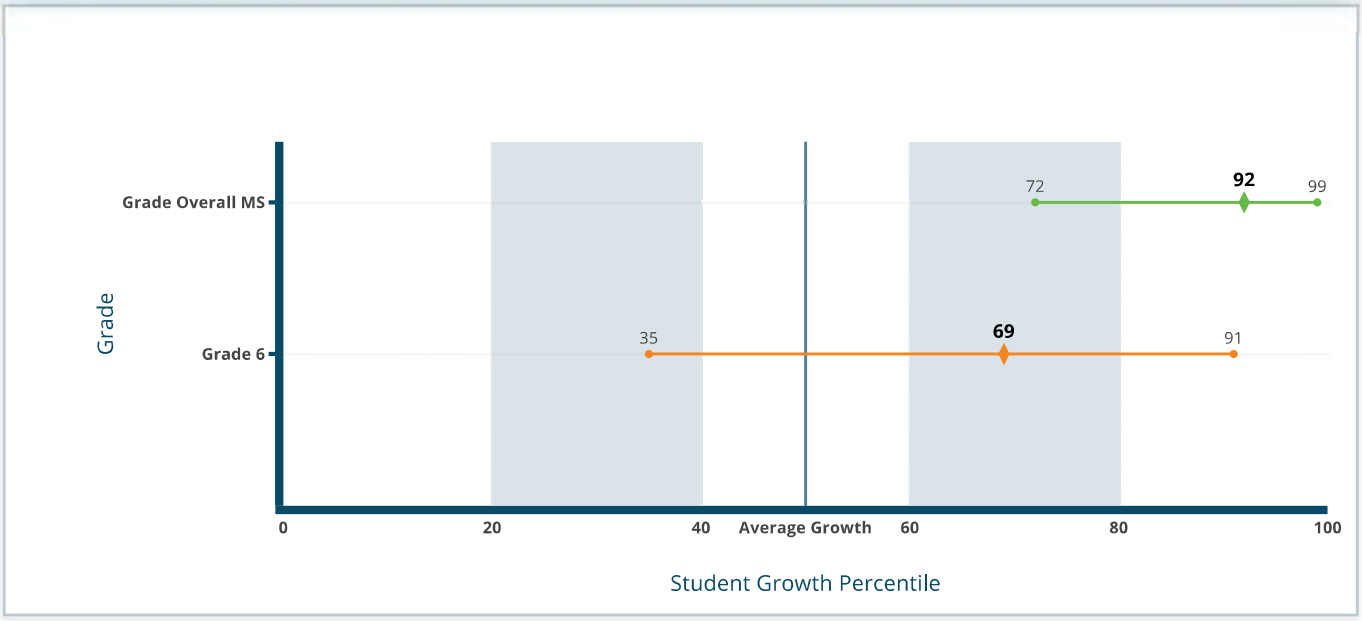
The growth percentile is 82 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in Math among Current English Learners Students, 2022-2023



Metric Breakdown

Grade Overall MS

Growth Est:	92
Index Level:	10
Confidence Interval:	72-99
Number of Students:	55

The growth percentile is 92 which represents above average growth. Students in this case grew 20 scale score points greater than similar students.

Grade 6

Growth Est:	69
Index Level:	7
Confidence Interval:	35-91
Number of Students:	22

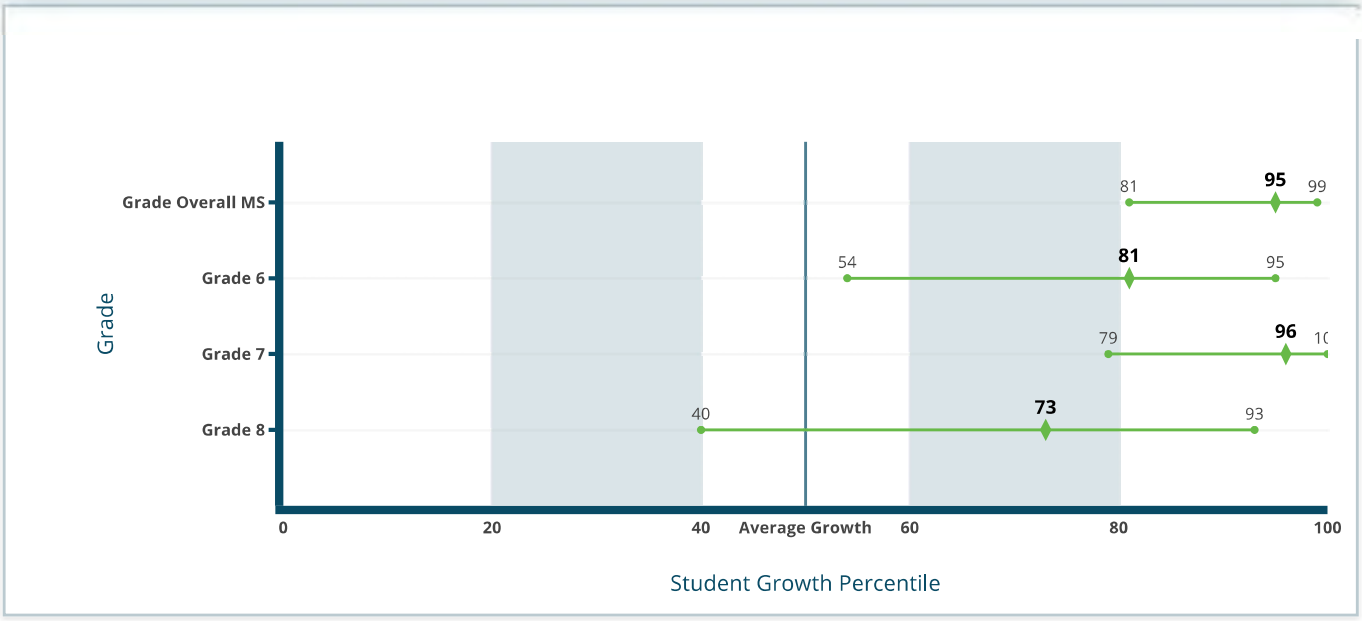
The growth percentile is 69 which represents average growth. Students in this case grew 9 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in English Language Arts among Latinx Students, 2022-2023



Metric Breakdown

Grade Overall MS

Growth Est:	95
Index Level:	10
Confidence Interval:	81-99
Number of Students:	225

The growth percentile is 95 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

Grade 6

Growth Est:	81
Index Level:	9
Confidence Interval:	54-95
Number of Students:	67

The growth percentile is 81 which represents above average growth. Students in this case grew 14 scale score points greater than similar students.

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The growth percentile is 96 which represents above average growth. Students in this case grew 27 scale score points greater than similar students.

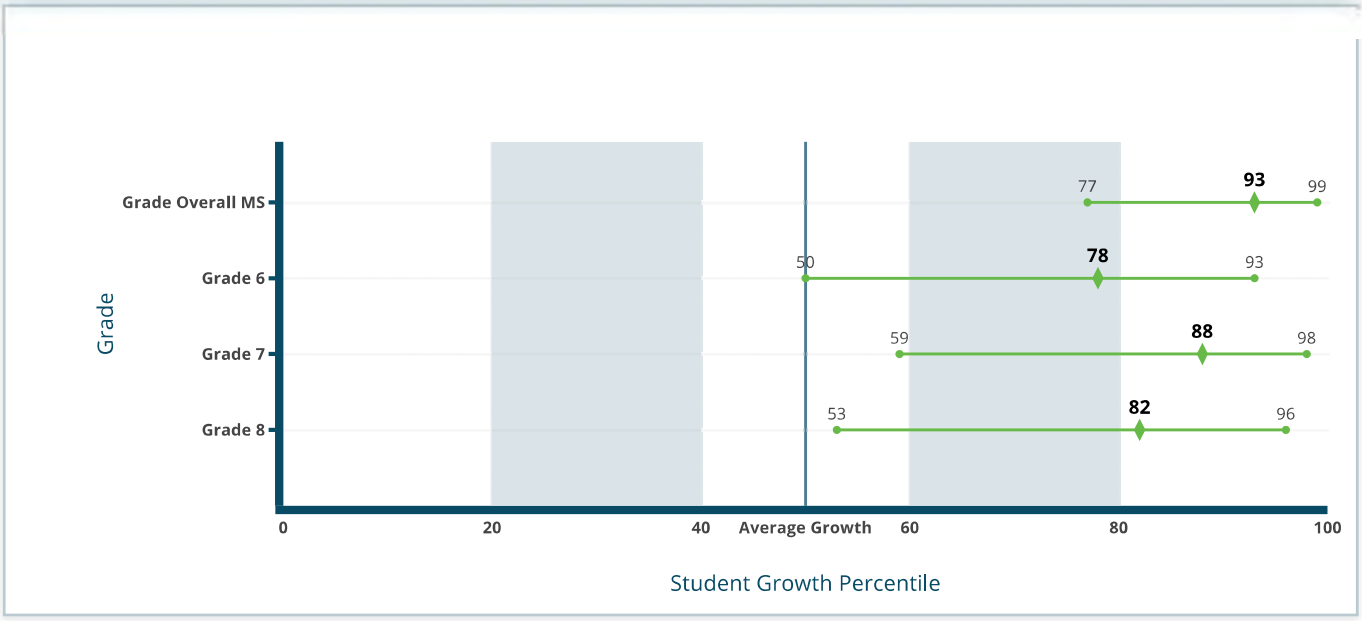
The growth percentile is 73 which represents above average growth. Students in this case grew 9 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in Math among Latinx Students, 2022-2023



Metric Breakdown

Grade Overall MS

Growth Est:	93
Index Level:	10
Confidence Interval:	77-99
Number of Students:	225

The growth percentile is 93 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

Grade 6

Growth Est:	78
Index Level:	8
Confidence Interval:	50-93
Number of Students:	67

The growth percentile is 78 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.

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The growth percentile is 88 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

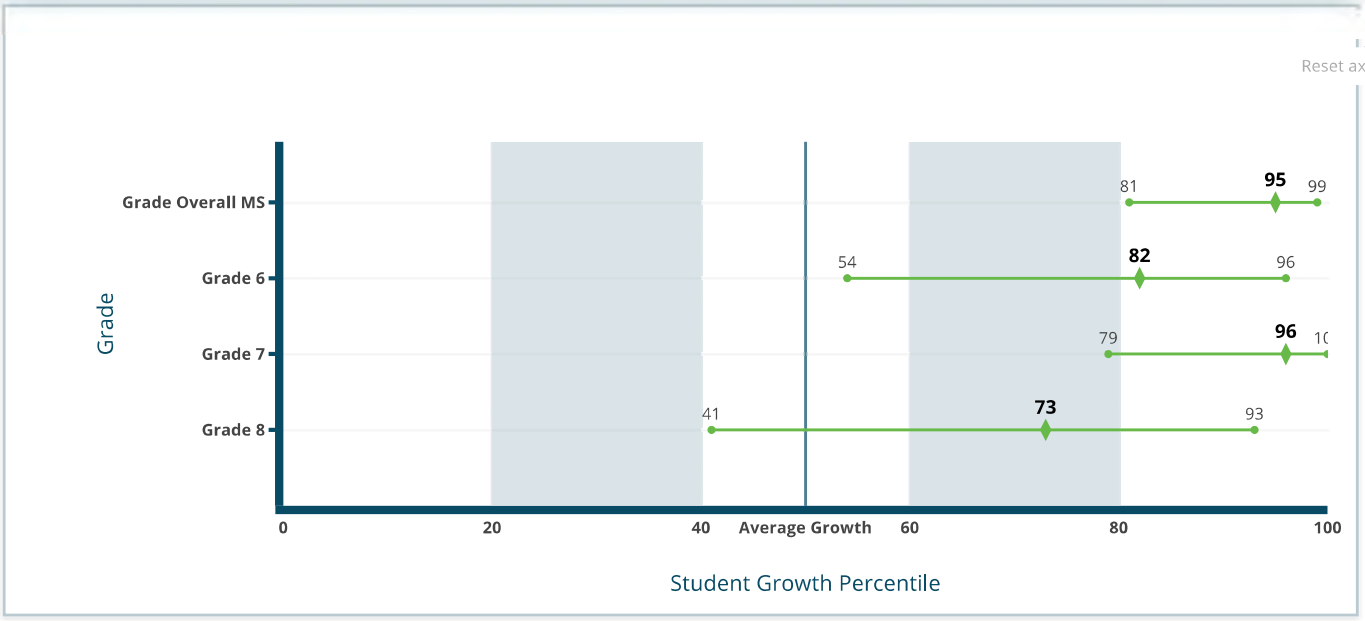
The growth percentile is 82 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in English Language Arts among Socio-Economically Disadvantaged Students, 2022-2023



Metric Breakdown

Grade Overall MS

Growth Est:	95
Index Level:	10
Confidence Interval:	81-99
Number of Students:	218

The growth percentile is 95 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

Grade 6

Growth Est:	82
Index Level:	9
Confidence Interval:	54-96
Number of Students:	65

The growth percentile is 82 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.

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The growth percentile is 96 which represents above average growth. Students in this case grew 27 scale score points greater than similar students.

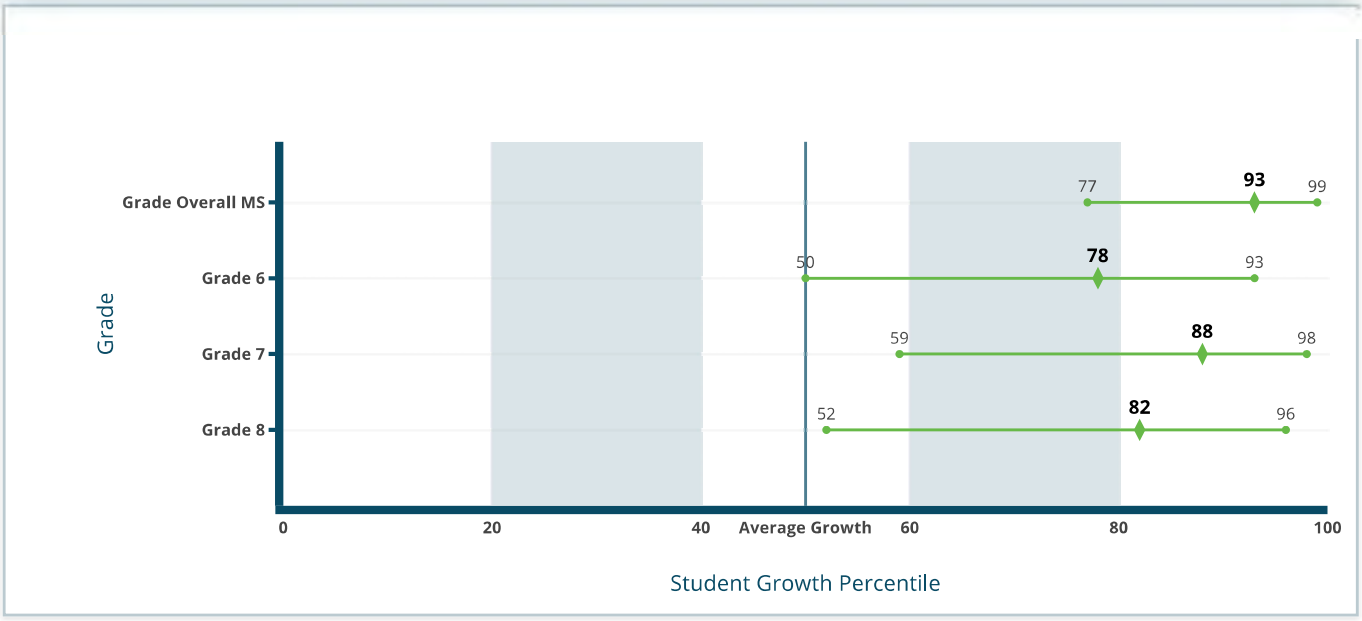
The growth percentile is 73 which represents above average growth. Students in this case grew 9 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in Math among Socio-Economically Disadvantaged Students, 2022-2023



Metric Breakdown

Grade Overall MS

Growth Est:	93
Index Level:	10
Confidence Interval:	77-99
Number of Students:	218

The growth percentile is 93 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

Grade 6

Growth Est:	78
Index Level:	8
Confidence Interval:	50-93
Number of Students:	65

The growth percentile is 78 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

The growth percentile is 88 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

The growth percentile is 82 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.

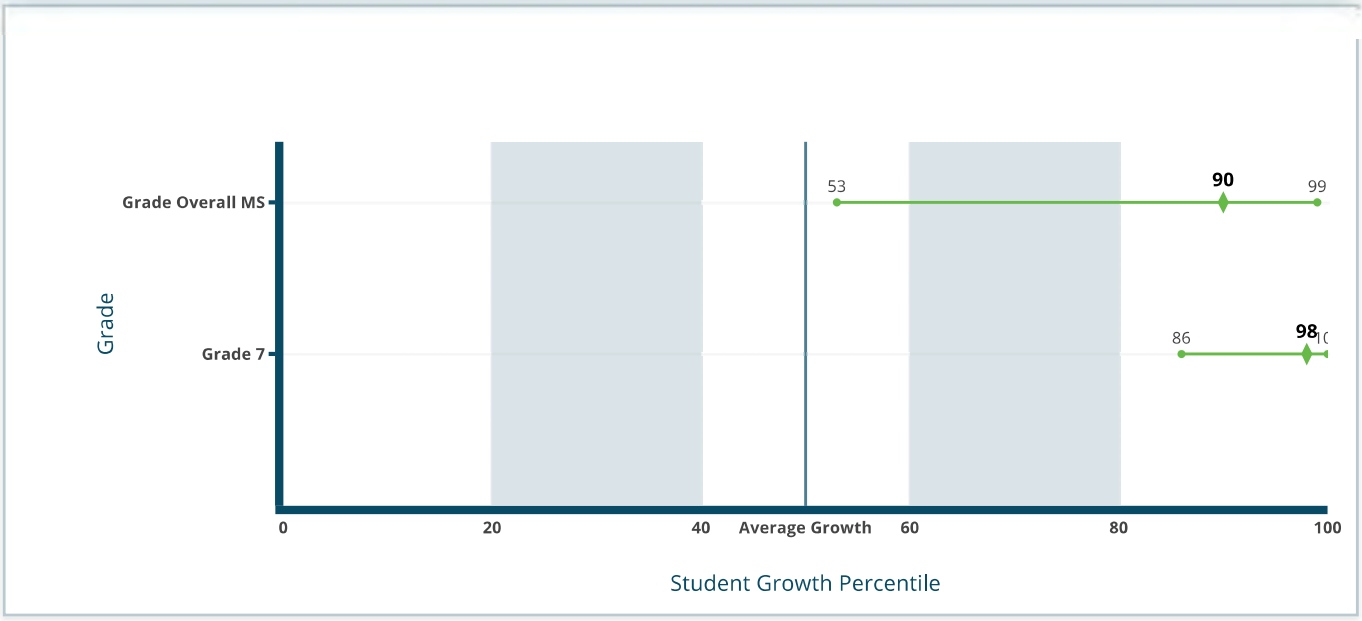
400

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in English Language Arts among Students With Disabilities, 2022-2023



Metric Breakdown

Grade Overall MS

Growth Est:	90
Index Level:	9
Confidence Interval:	53-99
Number of Students:	45

The growth percentile is 90 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

Grade 7

Growth Est:	98
Index Level:	10
Confidence Interval:	86-100
Number of Students:	28

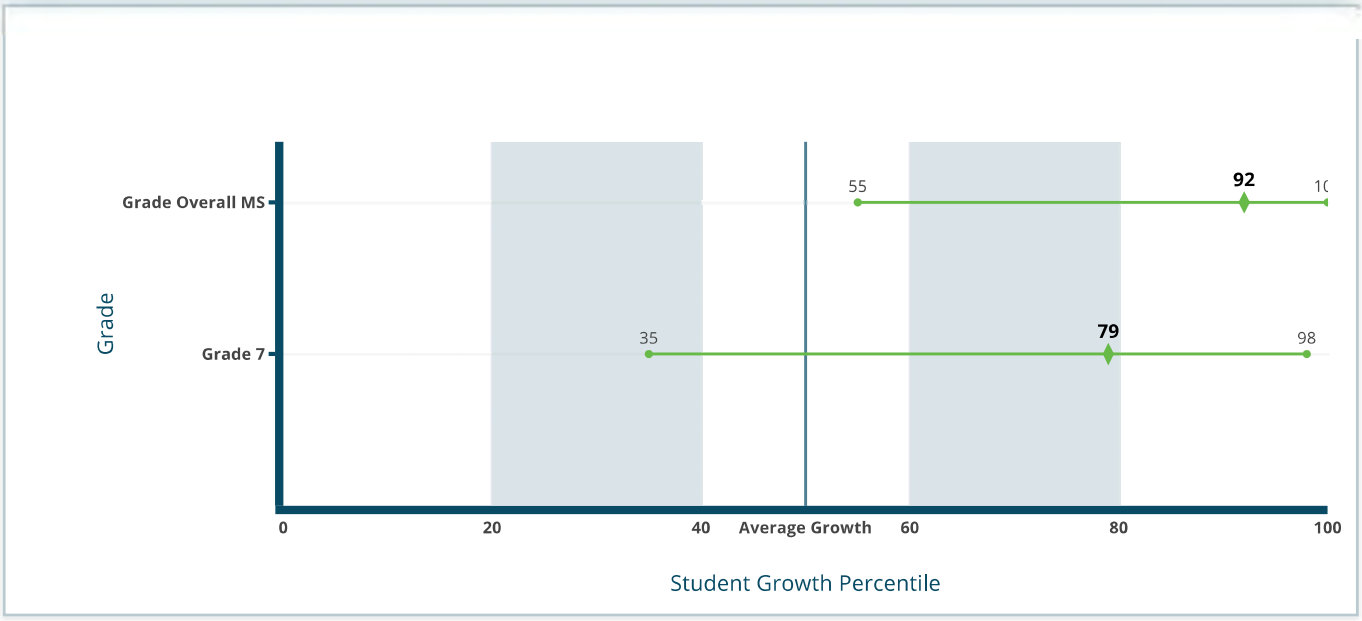
The growth percentile is 98 which represents above average growth. Students in this case grew 31 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in Math among Students With Disabilities, 2022-2023



Metric Breakdown

Grade Overall MS

Growth Est:	92
Index Level:	10
Confidence Interval:	55-100
Number of Students:	46

The growth percentile is 92 which represents above average growth. Students in this case grew 20 scale score points greater than similar students.

Grade 7

Growth Est:	79
Index Level:	8
Confidence Interval:	35-98
Number of Students:	27

The growth percentile is 79 which represents above average growth. Students in this case grew 11 scale score points greater than similar students.

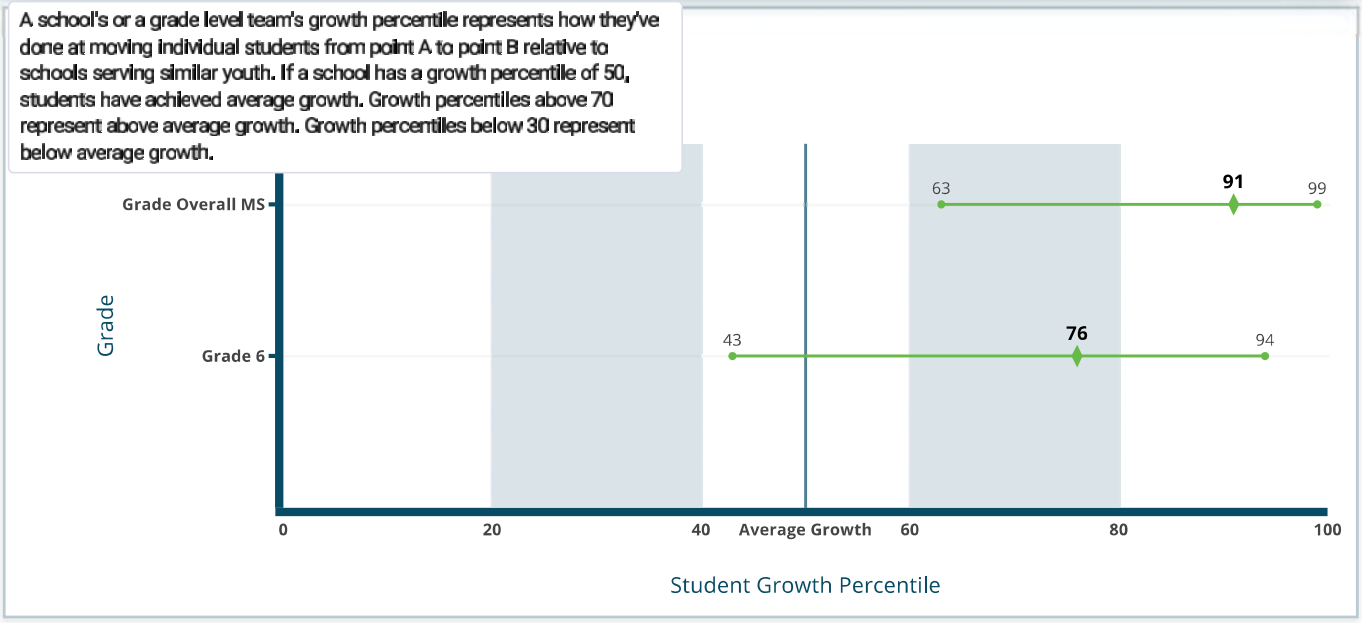
Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in English Language Arts among Current English Learners Students, 2022-2023

A school's or a grade level team's growth percentile represents how they've done at moving individual students from point A to point B relative to schools serving similar youth. If a school has a growth percentile of 50, students have achieved average growth. Growth percentiles above 70 represent above average growth. Growth percentiles below 30 represent below average growth.



Metric Breakdown

Grade Overall MS

Growth Est:	91
Index Level:	10
Confidence Interval:	63-99
Number of Students:	55

The growth percentile is 91 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

Grade 6

Growth Est:	76
Index Level:	8
Confidence Interval:	43-94
Number of Students:	22

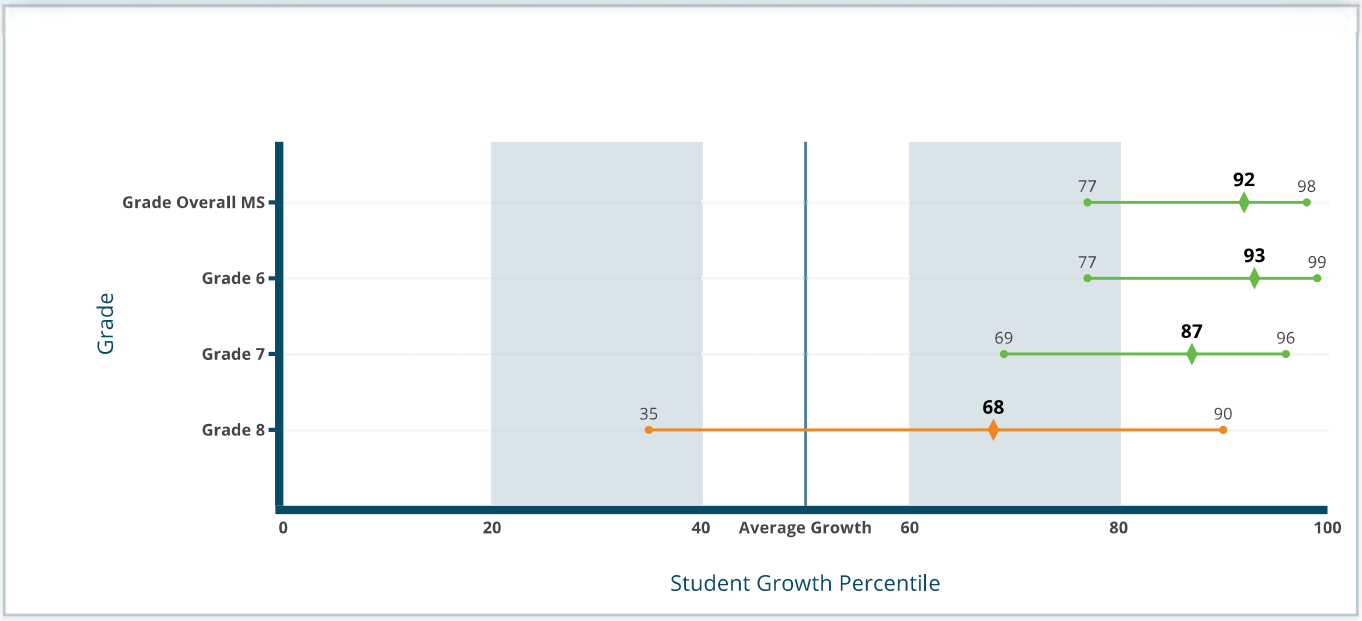
The growth percentile is 76 which represents above average growth. Students in this case grew 12 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in English Language Arts among All Students, 2023-2024



Metric Breakdown

Grade Overall MS

Growth Est:	92
Index Level:	10
Confidence Interval:	77-98
Number of Students:	269

The growth percentile is 92 which represents above average growth. Students in this case grew 20 scale score points greater than similar students.

Grade 6

Growth Est:	93
Index Level:	10
Confidence Interval:	77-99
Number of Students:	61

The growth percentile is 93 which represents above average growth. Students in this case grew 28 scale score points greater than similar students.

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The growth percentile is 87 which represents above average growth. Students in this case grew 19 scale score points greater than similar students.

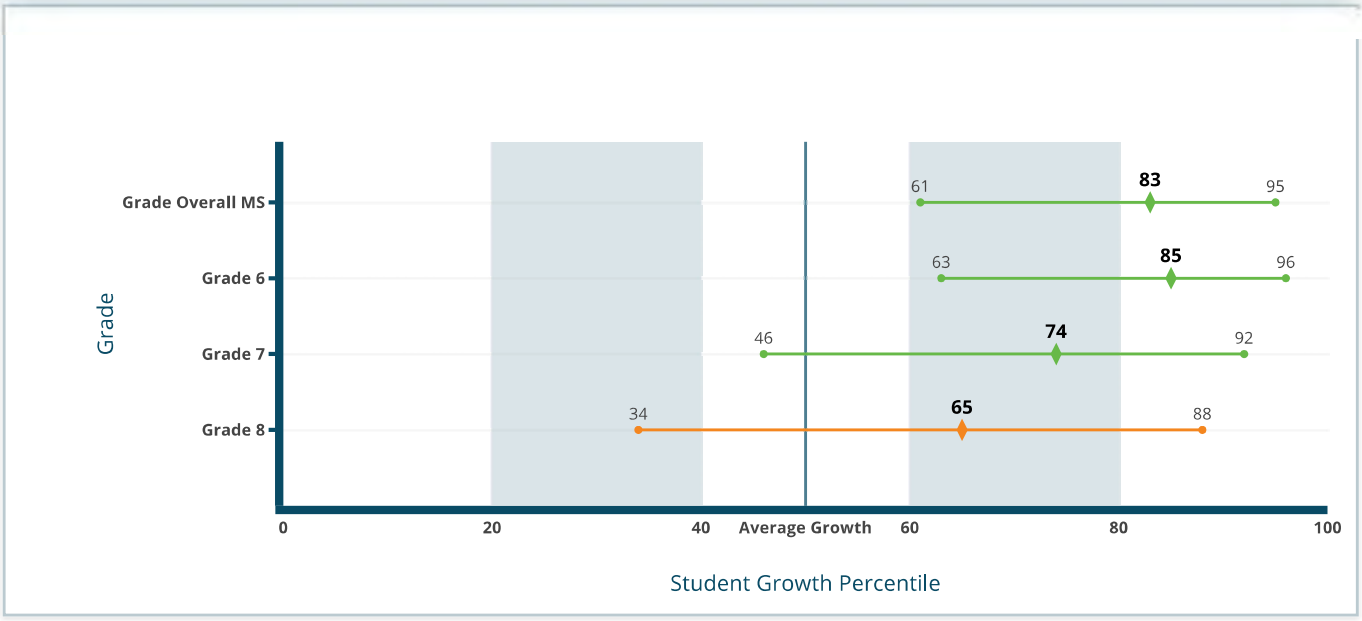
The growth percentile is 68 which represents average growth. Students in this case grew 6 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in Math among All Students, 2023-2024



Metric Breakdown

Grade Overall MS

Growth Est:	83
Index Level:	9
Confidence Interval:	61-95
Number of Students:	269

The growth percentile is 83 which represents above average growth. Students in this case grew 13 scale score points greater than similar students.

Grade 6

Growth Est:	85
Index Level:	9
Confidence Interval:	63-96
Number of Students:	61

The growth percentile is 85 which represents above average growth. Students in this case grew 22 scale score points greater than similar students.

406

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

The growth percentile is 74 which represents above average growth. Students in this case grew 10 scale score points greater than similar students.

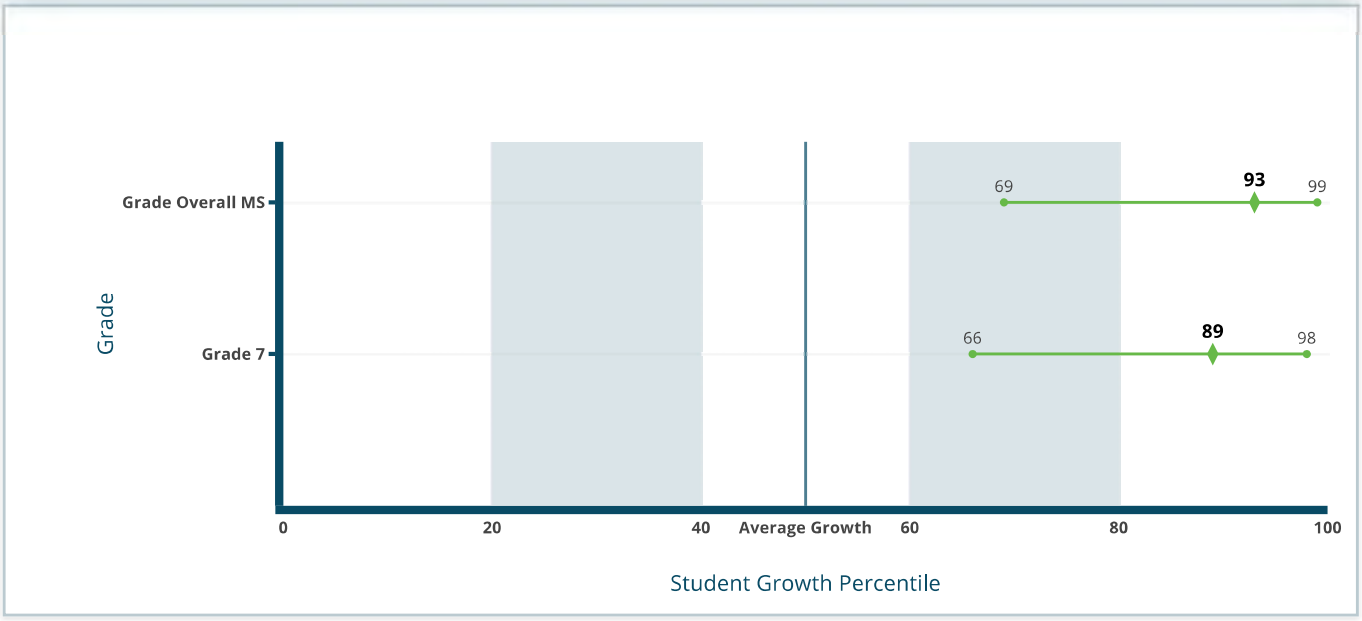
The growth percentile is 65 which represents average growth. Students in this case grew 6 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in English Language Arts among Current English Learners Students, 2023-2024



Metric Breakdown

Grade Overall MS

Growth Est:	93
Index Level:	10
Confidence Interval:	69-99
Number of Students:	45

The growth percentile is 93 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

Grade 7

Growth Est:	89
Index Level:	9
Confidence Interval:	66-98
Number of Students:	20

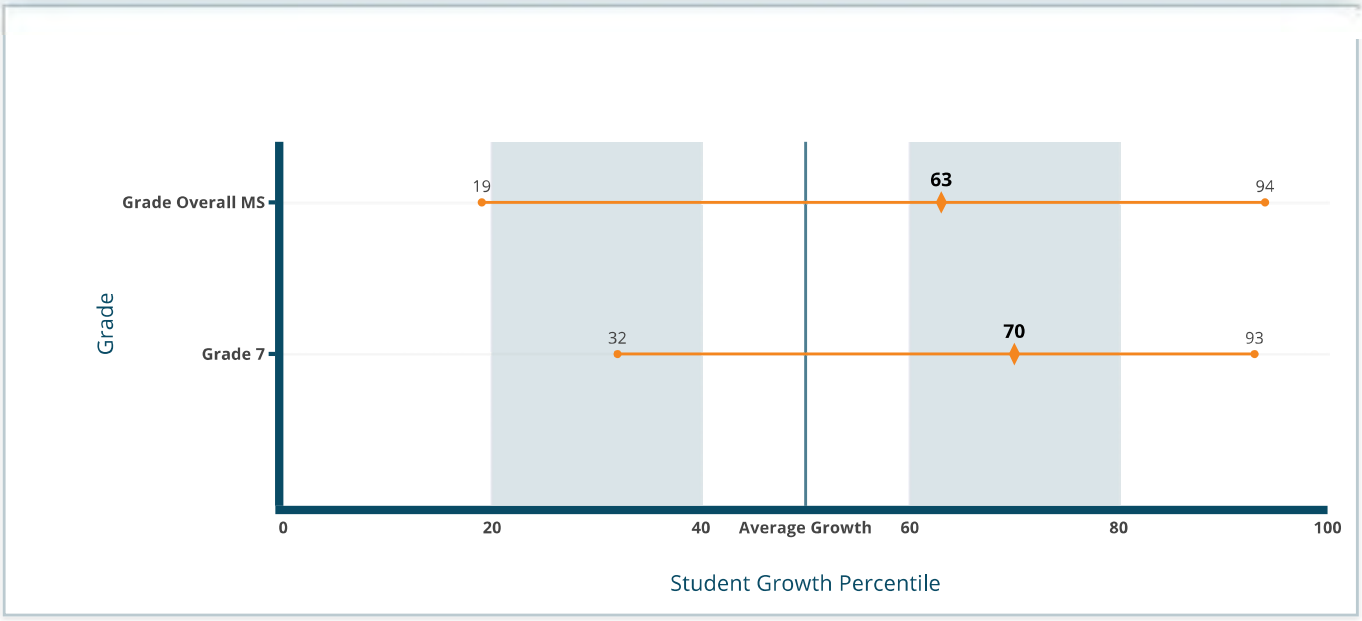
The growth percentile is 89 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in Math among Current English Learners Students, 2023-2024



Metric Breakdown

Grade Overall MS

Growth Est:	63
Index Level:	7
Confidence Interval:	19-94
Number of Students:	45

The growth percentile is 63 which represents average growth. Students in this case grew 5 scale score points greater than similar students.

Grade 7

Growth Est:	70
Index Level:	7
Confidence Interval:	32-93
Number of Students:	20

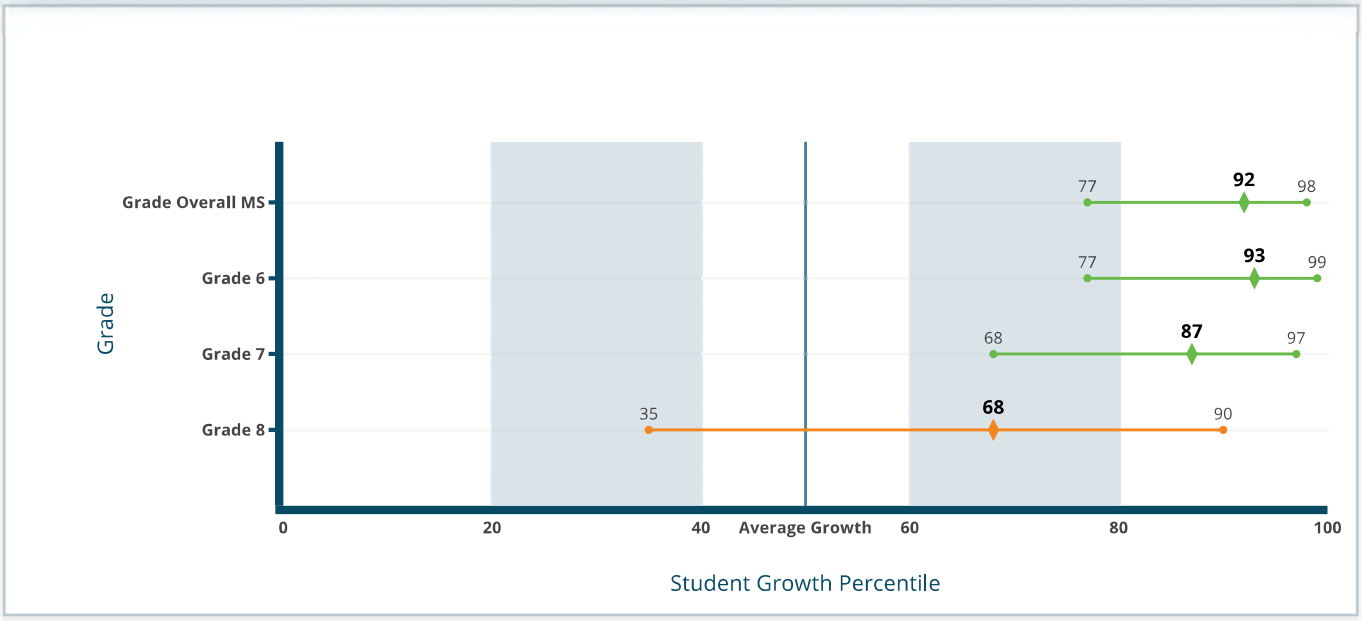
The growth percentile is 70 which represents average growth. Students in this case grew 8 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in English Language Arts among Latinx Students, 2023-2024



Metric Breakdown

Grade Overall MS

Growth Est:	92
Index Level:	10
Confidence Interval:	77-98
Number of Students:	265

The growth percentile is 92 which represents above average growth. Students in this case grew 20 scale score points greater than similar students.

Grade 6

Growth Est:	93
Index Level:	10
Confidence Interval:	77-99
Number of Students:	60

The growth percentile is 93 which represents above average growth. Students in this case grew 28 scale score points greater than similar students.

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The growth percentile is 87 which represents above average growth. Students in this case grew 19 scale score points greater than similar students.

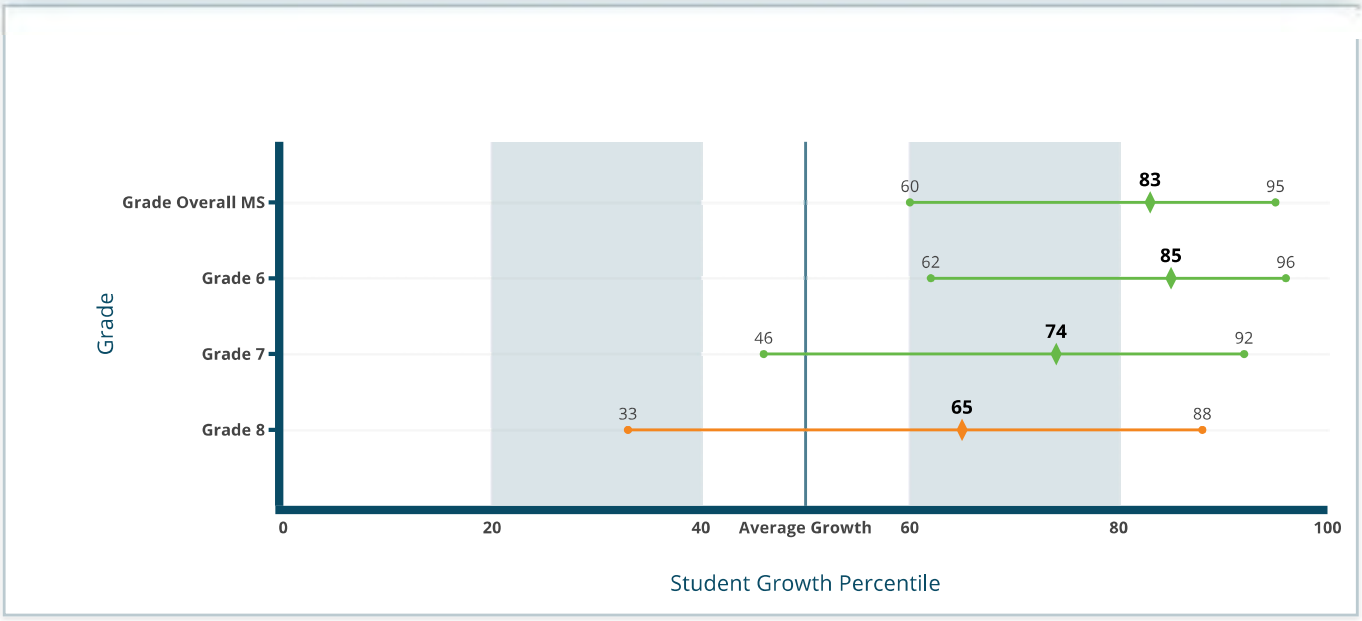
The growth percentile is 68 which represents average growth. Students in this case grew 6 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in Math among Latinx Students, 2023-2024



Metric Breakdown

Grade Overall MS

Growth Est:	83
Index Level:	9
Confidence Interval:	60-95
Number of Students:	265

The growth percentile is 83 which represents above average growth. Students in this case grew 13 scale score points greater than similar students.

Grade 6

Growth Est:	85
Index Level:	9
Confidence Interval:	62-96
Number of Students:	60

The growth percentile is 85 which represents above average growth. Students in this case grew 22 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

The growth percentile is 74 which represents above average growth. Students in this case grew 10 scale score points greater than similar students.

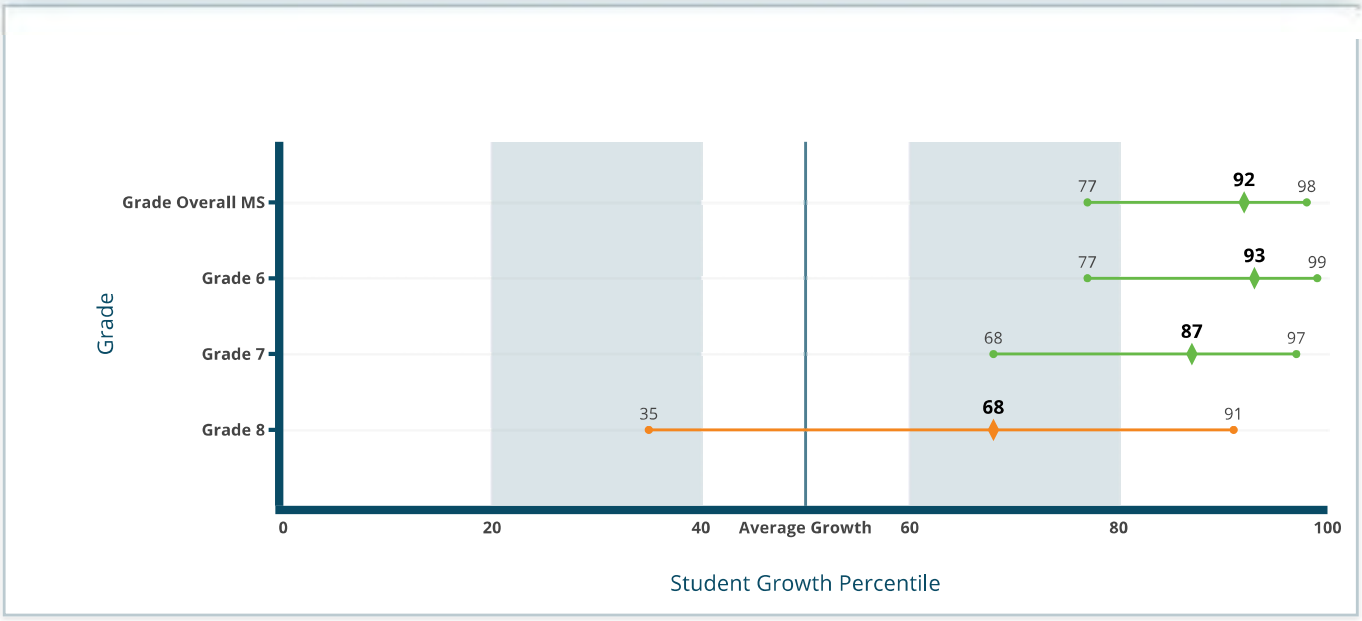
The growth percentile is 65 which represents average growth. Students in this case grew 6 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in English Language Arts among Socio-Economically Disadvantaged Students, 2023-2024



Metric Breakdown

Grade Overall MS

Growth Est:	92
Index Level:	10
Confidence Interval:	77-98
Number of Students:	260

The growth percentile is 92 which represents above average growth. Students in this case grew 20 scale score points greater than similar students.

Grade 6

Growth Est:	93
Index Level:	10
Confidence Interval:	77-99
Number of Students:	57

The growth percentile is 93 which represents above average growth. Students in this case grew 28 scale score points greater than similar students.

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The growth percentile is 87 which represents above average growth. Students in this case grew 19 scale score points greater than similar students.

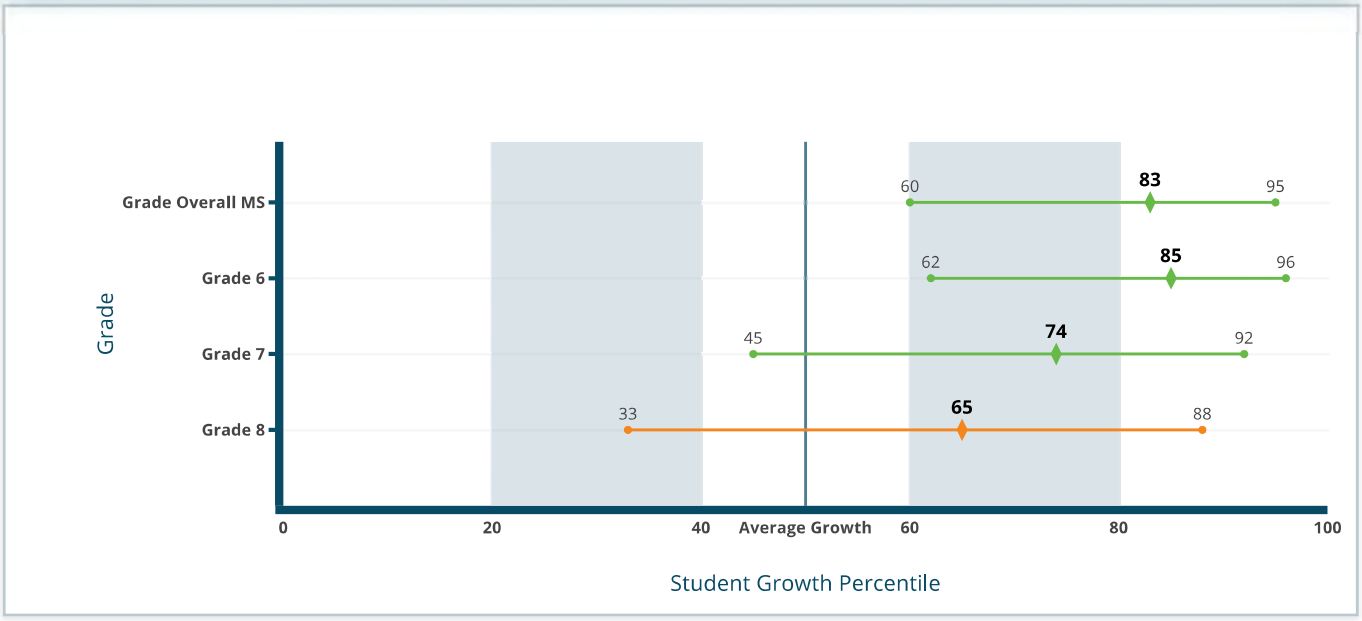
The growth percentile is 68 which represents average growth. Students in this case grew 6 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in Math among Socio-Economically Disadvantaged Students, 2023-2024



Metric Breakdown

Grade Overall MS

Growth Est:	83
Index Level:	9
Confidence Interval:	60-95
Number of Students:	260

The growth percentile is 83 which represents above average growth. Students in this case grew 13 scale score points greater than similar students.

Grade 6

Growth Est:	85
Index Level:	9
Confidence Interval:	62-96
Number of Students:	57

The growth percentile is 85 which represents above average growth. Students in this case grew 22 scale score points greater than similar students.

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The growth percentile is 74 which represents above average growth. Students in this case grew 10 scale score points greater than similar students.

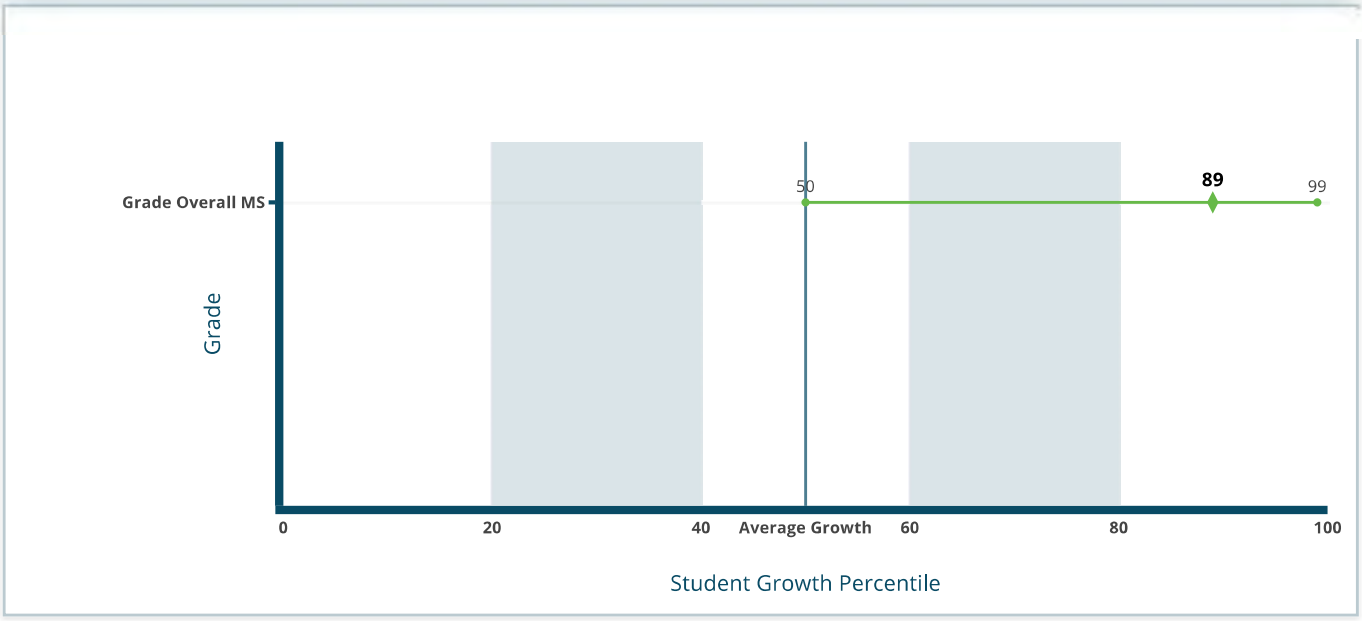
The growth percentile is 65 which represents average growth. Students in this case grew 6 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in English Language Arts among Students With Disabilities, 2023-2024



Metric Breakdown

Grade Overall MS

Growth Est:	89
Index Level:	9
Confidence Interval:	50-99
Number of Students:	34

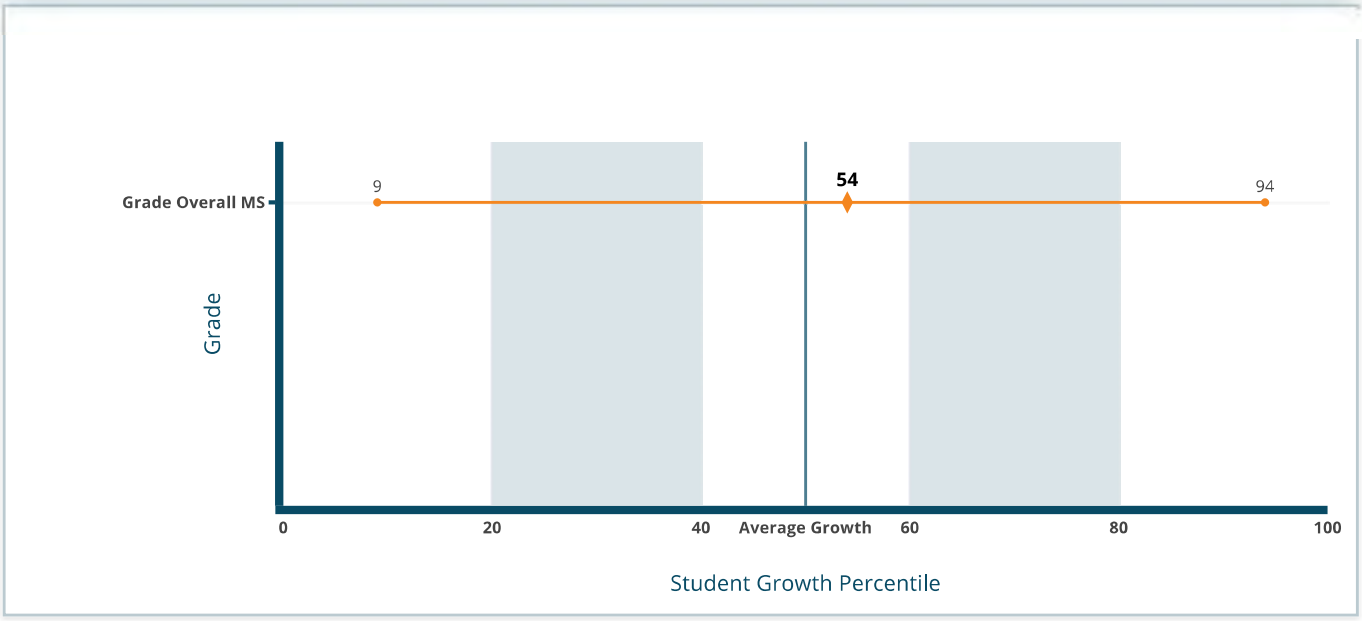
The growth percentile is 89 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Animo Ellen Ochoa Charter Middle	0123992	4360 Dozier St. Los Angeles, CA 90022-1840

Growth in Math among Students With Disabilities, 2023-2024



Metric Breakdown

Grade Overall MS

Growth Est:	54
Index Level:	6
Confidence Interval:	9-94
Number of Students:	34

The growth percentile is 54 which represents average growth. Students in this case grew 1 scale score points greater than similar students.

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ÁNIMO ELLEN OCHOA CHARTER MIDDLE
BOARD OF EDUCATION REPORT 085-25/26
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 540 students in grades 6-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Ánino Ellen Ochoa Charter Middle for five (5) years beginning July 1, 2026 until June 30, 2031.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Imelda Phillips

IMELDA P. PHILLIPS, Ed.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 18

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-086-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Central City Value [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Central City Value) Recommends approval of the renewal petition for Central City Value, with a benchmark, 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 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Central City Value ("Charter School"), with a benchmark in the area of academics, 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 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:
Central City Value is a 9-12 school currently serving 481 students on a private facility at 221 N. Westmoreland Ave., Los Angeles, CA, 90004 in Board District 2 and Region East. Central City Value was originally approved by the LAUSD Board of Education on February 25, 2003. On February 6, 2018, the charter school was renewed for a five-year term to serve 480 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 Central City Value expires June 30, 2026.

On July 18, 2025, Central City Value 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 Central City Value 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. 086-25/26, 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 - Central City Value 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/1H0N9aHbi16FGWQLCGE9uifvOhg3We-i5?usp=drive_link>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 086-25/26
October 14, 2025

School Name:	**Central City Value**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Value Schools**		
Location Code:	**8719**		
Type of Site(s):	**Private**		
Site Address(es):	**221 N. Westmoreland Ave., Los Angeles CA 90004**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**481**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**480**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Central City Value for the 2026-2031 charter term: In each year of the charter term, the school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress. 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.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Central City Value ("Charter School"), with a benchmark in the area of academics, 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 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

	Central City Value
Initial Authorization:	On February 25, 2003, Central City Value was authorized by the LAUSD Board of Education to serve 480 students in grades 9-12.

	Central City Value
Most Recent Renewal	The charter was renewed on February 6, 2018 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 480 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 Central City Value expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Central City Value 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:	Central City Value implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Central City Value participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Central City Value is operated by Value Schools, a California nonprofit public benefit corporation that also operates three other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Central City Value 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 both ELA and Math, but lower on the English Learner Progress Indicator (ELPI). The charter school's performance on the College/Career Indicator (CCI) was higher in the most recent year. The

charter school provided two years of verified data, demonstrating one year's progress for All Students and a majority of numerically significant student groups in ELA and Math for 2023-2024 and 2024-2025. However, there are noted participation rate issues with the submitted verified data.

Please see the Central City Value 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.

Central City Value Dashboard Indicators

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

Central City Value - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-5.2**	**Low**	**-12.2**	**Higher**
Latino	Met	Low	-5.3	Low	-38.6	Higher
English Learner	Met	Very Low	-78.1	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-10.9	Low	-41.4	Higher

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

Central City Value - 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**	**Blue**	**36.6**	**41.8**	**Orange**	**-13.6**	**Higher**
Latino	Met	Blue	34.5	39.7	Orange	-40.2	Higher
English Learner	Met	Yellow	-43.5	34.6	Orange	-67.7	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Blue	34.7	45.6	Orange	-42.6	Higher

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

Central City Value - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**28.1**	**-8.5**	**Orange**	**-13.2**	**Higher**
Latino	Met	Yellow	24.3	-10.2	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	Green	30.1	-4.6	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 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all three numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for both student groups.

Central City Value - 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**	**-104.8**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-103.9	Low	-83.4	Lower
English Learner	Not Met	Very Low	-182.8	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-107.0	Low	-84.0	Lower

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

Central City Value - 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**	**Yellow**	**-66.4**	**38.4**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-70.6	33.3	Orange	-80.8	Higher
English Learner	Met	Orange	-132.3	53.9	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-67.9	39.0	Yellow	-80.8	Higher

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

Central City Value - 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**	**-56.2**	**10.2**	**Orange**	**-47.6**	**Lower**
Latino	Met	Yellow	-60.1	10.6	Orange	-79.2	Higher

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Green	-51.4	16.5	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 lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-Term English Learner student groups were lower than the state's rate.

As noted above, staff is recommending a benchmark for ELPI. In order to increase student outcomes in this area, charter school leaders report implementing a new English Language Development (ELD) curriculum in the 2024-2025 school year. In addition, the charter school supports English Learners with a second ELD class, and provides targeted professional development, and integrated support systems among the ELD specialists, support staff, and teachers.

Central City Value - 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	45.6%	Medium	50.3%	Lower

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

Central City Value - 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	Orange	35.7%	-9.9%	Yellow	48.7%	Lower

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

Central City Value - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	32.9%	-2.8%	Orange	45.7%	Lower
Long Term English Learner	Met	Orange	40.4%	-3.5%	Orange	45.8%	Lower

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

f. College/Career Indicator

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023 the charter school's Status Level of Low for All Students was lower than the state's Status Level of Medium. The charter school's percentage of students prepared was lower than the state for All Students and lower than the state for two of three numerically significant student groups. In 2024 the charter school's Level of Green for All Students was higher than the state's Status Level of Yellow. The charter school's percentage of

students prepared was higher than the state for All Students and higher than the state for both numerically significant student groups.

Central City Value - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Low**	**33.8%**	**Medium**	**43.9%**	**Lower**
Latino	Low	34.4%	Medium	35.5%	Lower
English Learner	Low	16.7%	Low	15.3%	Higher
Socioeconomically Disadvantaged	Low	34.1%	Medium	35.4%	Lower

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

Central City Value - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	**Green**	**48.3%**	**14.5**	**Yellow**	**45.3%**	**Higher**
Latino	Green	48.7%	14.2	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Green	48.7%	14.6	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. Central City Value's students must meet A-G requirements with a grade of "D" 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
This charter school was selected for the 2024 California Distinguished Schools Program.

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 Central City Value outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the school's audit finding reported in its 2023-2024 independent audit report. See further details in the Fiscal Management and Performance section below.

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).)

Central City Value submitted two years of verified data for consideration as part of its renewal application.

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education 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. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of "growth events[1]" on the reports. In 2024-2025 Charter School had a norm enrollment of 481 students and the NWEA Reading report indicates that the school had 437 growth events; and the NWEA Math report had 437 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA
Reading

Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 9-12, and for the following student groups[2]: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 9-12 and all student groups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities, and Latino) Met one year's progress.

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 9	**117**	**-0.2 to 0.2**	**1.72**	Met
English Learners	**38**	**-0.2 to 0.2**	**3.65**	Met
Socioeconomically Disadvantaged	**92**	**-0.2 to 0.2**	**1.61**	Met
Students with Disabilities	**14**	**-0.2 to 0.2**	**0.99**	Met
Latino	**114**	**-0.2 to 0.2**	**1.71**	Met
Grade 10	**130**	**-0.2 to 0.2**	**2.15**	Met
English Learners	**30**	**-0.2 to 0.2**	**3.94**	Met
Socioeconomically Disadvantaged	**120**	**-0.2 to 0.2**	**1.98**	Met
Students with Disabilities	**18**	**-0.2 to 0.2**	**3.42**	Met
Latino	**124**	**-0.2 to 0.2**	**2.03**	Met
Grade 11	**101**	**-0.2 to 0.2**	**2.91**	Met
English Learners	**22**	**-0.2 to 0.2**	**4.38**	Met
Socioeconomically Disadvantaged	**97**	**-0.2 to 0.2**	**2.95**	Met
Students with Disabilities	**16**	**-0.2 to 0.2**	**2.83**	Met
Latino	**93**	**-0.2 to 0.2**	**3.09**	Met

[1] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.
[2] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

Grade 12	**89**	**-0.2 to 0.2**	**3.05**	Met
English Learners	**22**	**-0.2 to 0.2**	**3.18**	Met
Socioeconomically Disadvantaged	**85**	**-0.2 to 0.2**	**2.78**	Met
Students with Disabilities	**11**	**-0.2 to 0.2**	**2.71**	Met
Latino	**85**	**-0.2 to 0.2**	**3.02**	Met

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

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for all Grade Levels and met the one year's progress for a majority of student groups in Grade 9 and all student groups in Grade 10, Grade 11, and Grade 12.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 9-12 and for the following student groups[3]: English Learners, Socioeconomically Disadvantaged, Latino, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 9-12 and Grade 9 student groups (Socioeconomically Disadvantaged, Latino), Grade 10 student groups (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino), Grade 11 student groups (English Learners, Socioeconomically Disadvantaged, Latino, Students with Disabilities), and Grade 12 student groups (English Learners, Socioeconomically Disadvantaged, Latino) met one year's progress.

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 9	**118**	**-0.2 to 0.2**	**0.41**	Met
English Learners	**38**	**-0.2 to 0.2**	**-0.84**	Not Met
Socioeconomically Disadvantaged	**94**	**-0.2 to 0.2**	**0.25**	Met
Students with Disabilities	**16**	**-0.2 to 0.2**	**-0.84**	Not Met
Latino	**115**	**-0.2 to 0.2**	**0.36**	Met
Grade 10	**129**	**-0.2 to 0.2**	**1.05**	Met
English Learners	**29**	**-0.2 to 0.2**	**1.85**	Met
Socioeconomically Disadvantaged	**119**	**-0.2 to 0.2**	**1.19**	Met
Students with Disabilities	**19**	**-0.2 to 0.2**	**1.00**	Met
Latino	**124**	**-0.2 to 0.2**	**1.09**	Met
Grade 11	**101**	**-0.2 to 0.2**	**2.78**	Met
English Learners	**22**	**-0.2 to 0.2**	**-0.13**	Met
Socioeconomically Disadvantaged	**97**	**-0.2 to 0.2**	**2.98**	Met
Students with Disabilities	**16**	**-0.2 to 0.2**	**2.95**	Met
Latino	**93**	**-0.2 to 0.2**	**2.63**	Met
Grade 12	**89**	**-0.2 to 0.2**	**3.43**	Met
English Learners	**23**	**-0.2 to 0.2**	**4.37**	Met
Socioeconomically Disadvantaged	**85**	**-0.2 to 0.2**	**3.25**	Met

[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

Students with Disabilities	**12**	**-0.2 to 0.2**	**-0.94**	Not Met
Latino	**85**	**-0.2 to 0.2**	**3.11**	Met

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

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress all Grade Levels and all student groups.

Based on the review and consideration of verified data, Central City Value included two years of data, including Grades 9-12 and student group reports (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino) in Reading and Math. Central City Value appears to have not met the 95 percent participation rate based on norm enrollment compared to growth events.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Central City Value's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$3,822,937	$4,588,929	$5,462,409	$5,708,173	$5,720,263
Net Income/Loss	$1,286,307	$765,992	$873,480	$245,764	$12,090
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	489	454	479	474	481

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified on the audit of the consolidated financial statements. However, the auditor issued a qualified opinion on internal control over state compliance, specifically on Expanded Learning Opportunities Program (ELOP).
Material Weaknesses: Yes, please see the description below.
Deficiencies/Findings: Yes, please see the description below.
Lack of a Going Concern: None Reported

Value Schools' 2023-2024 annual independent audit report issued a qualified opinion on an identified material weakness in state compliance for the ELOP at Everest Value. This audit report also identified a significant deficiency finding related to instructional time at Central City Value, which the organization attributed to an unforeseen tropical storms in August 2023 resulting in emergency closures. Value Schools provided their corrective action plans to remediate these findings. The CSD will continue to monitor the organization's implementation of its corrective action plans as part of its ongoing oversight process, including a review of Value Schools' 2024-2025 independent audit report.

c. Other Significant Fiscal Information

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

Value 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)
4	4	$23,896,621	$1,142,120	$168,800	$130,974

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	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%	118	-5.2	Low	-12.2	Higher	98%	106	36.6	41.8	Increased Significantly	Blue	-13.6	Higher	98%	91	28.1	-8.5	Declined	Yellow	-13.2	Higher
English Learner	97%	30	-78.1	Very Low	-61.2	Lower	100%	31	-43.5	34.6	Increased Significantly	Yellow	-67.7	Higher	96%	27	-39.0	4.5	Increased	--	-67.6	--
Latino	99%	114	-5.3	Low	-38.6	Higher	99%	100	34.5	39.7	Increased Significantly	Blue	-40.2	Higher	98%	87	24.3	-10.2	Declined	Yellow	-39.3	Higher
Socioeconomically Disadvantaged	99%	104	-10.9	Low	-41.4	Higher	98%	96	34.7	45.6	Increased Significantly	Blue	-42.6	Higher	98%	81	30.1	-4.6	Declined	Green	-40.9	Higher
Students with Disabilities	95%	19	-85.6	Very Low	-97.3	--	100%	13	-74.3	11.3	Increased	--	-96.3	--	88%	16	-110.2	-35.9	Declined Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	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%	116	-104.8	Low	-51.7	Lower	95%	103	-66.4	38.4	Increased Significantly	Yellow	-49.1	Lower	98%	91	-56.2	10.2	Increased	Green	-47.6	Lower
English Learner	94%	30	-182.8	Very Low	-92.0	Lower	97%	30	-132.3	53.9	Increased Significantly	Orange	-93.4	Lower	96%	27	-127.6	4.8	Increased	--	-93.4	--
Latino	97%	112	-103.9	Low	-83.4	Lower	96%	97	-70.6	33.3	Increased Significantly	Yellow	-80.8	Higher	98%	87	-60.1	10.6	Increased	Yellow	-79.2	Higher
Socioeconomically Disadvantaged	97%	102	-107.0	Low	-84.0	Lower	95%	93	-67.9	39.0	Increased Significantly	Yellow	-80.8	Higher	98%	81	-51.4	16.5	Increased Significantly	Green	-78.2	Higher
Students with Disabilities	85%	19	-183.4	Very Low	-130.8	--	77%	13	-213.8	-19.6	Declined Significantly	--	-127.3	--	88%	16	-174.8	39.0	Increased Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

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	68	45.6%	Medium	50.3%	Lower	84	35.7%	-9.9	Declined	Orange	48.7%	Lower	76	32.9%	-2.8	Declined	Red	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	52	40.4%	-3.5	Declined	Orange	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	44.1%	1.5%	33.8%	20.6%	47.5%	2.8%	31.4%	18.3%
2023	EL	34.5%	1.2%	52.4%	11.9%	45.7%	2.3%	32.2%	18.3%
2024	EL	32.9%	0.0%	47.4%	19.7%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	40.4%	0.0%	34.6%	25.0%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	83	83	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	91	94	96.8%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	49	50	98.0%	Y	193,182	202,530	95.4%	Y
2024	EL	87	89	97.8%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	40	41	97.6%	Y	182,603	190,459	95.9%	Y

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School 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 cell with "–" 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. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	130	33.8%	Low	43.9%	Lower	120	48.3%	14.5	Increased	Green	45.3%	Higher
English Learner	30	16.7%	Low	15.3%	Higher	27	25.9%	9.3	Increased	--	17.2%	--
Latino	122	34.4%	Low	35.5%	Lower	113	48.7%	14.2	Increased	Green	37.4%	Higher
Long-Term English Learner	--	--	--	--	--	22	22.7%	9.1	Increased	--	16.5%	--
Socioeconomically Disadvantaged	129	34.1%	Low	35.4%	Lower	117	48.7%	14.6	Increased	Green	37.4%	Higher
Students with Disabilities	23	8.7%	Very Low	12.3%	--	16	12.5%	3.8	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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	476	0.0%	Very Low	3.1%	Lower	494	0.0%	0.0	Maintained	Blue	3.5%	Lower	504	0.6%	0.6	Increased	Yellow	3.2%	Lower
English Learner	104	0.0%	Very Low	3.2%	Lower	117	0.0%	0.0	Maintained	Blue	3.7%	Lower	112	1.8%	1.8	Increased	Orange	3.4%	Lower
Filipino	17	0.0%	Very Low	1.2%	--	14	0.0%	0.0	Maintained	--	1.3%	--	15	0.0%	0.0	Maintained	--	1.2%	--
Homeless Youth	15	0.0%	Very Low	5.5%	--	4	*	*	*	*	6.5%	*	2	*	*	*	*	5.7%	*
Latino	447	0.0%	Very Low	3.3%	Lower	465	0.0%	0.0	Maintained	Blue	3.8%	Lower	473	0.6%	0.6	Increased	Yellow	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	73	1.4%	1.4	Increased	Yellow	8.1%	Lower
Socioeconomically Disadvantaged	423	0.0%	Very Low	4.0%	Lower	452	0.0%	0.0	Maintained	Blue	4.5%	Lower	445	0.4%	0.4	Increased	Green	4.0%	Lower
Students with Disabilities	66	0.0%	Very Low	5.4%	Lower	75	0.0%	0.0	Maintained	Blue	5.9%	Lower	82	0.0%	0.0	Maintained	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Central City Value

Board District: 2 | Region: East | Location Code: 8719

CA School 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 cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	120	86.7%	Medium	87.4%	Lower	130	87.7%	1.0	Increased	Green	86.4%	Higher	125	89.6%	1.9	Increased	Green	86.7%	Higher
English Learner	21	66.7%	Very Low	73.3%	--	30	73.3%	6.7	Increased Significantly	--	73.5%	Lower	31	93.5%	20.2	Increased Significantly	Green	77.9%	Higher
Latino	111	87.4%	Medium	85.3%	Higher	122	89.3%	2.0	Increased	Green	84.2%	Higher	117	88.9%	-0.5	Maintained	Yellow	85.3%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	25	96.0%	23.3	Increased Significantly	--	80.8%	--
Socioeconomically Disadvantaged	119	86.6%	Medium	85.1%	Higher	129	87.6%	1.0	Increased	Green	83.7%	Higher	122	89.3%	1.7	Increased	Green	84.4%	Higher
Students with Disabilities	7	*	*	75.2%	*	23	73.9%	--	--	--	72.7%	--	19	78.9%	5.0	Increased Significantly	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Central City Value

Board District: 2 | Region: East | Location Code: 8719

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	470	529,902	5,837,690	477	516,685	5,806,221
F/R Meal	85.1%	80.6%	61.6%	84.7%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	18.3%	20.1%	18.4%	22.4%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	0.2%	2.1%	3.6%	4.8%	2.7%	4.0%
Socioeconomically Disadvantaged	87.4%	81.3%	62.7%	85.5%	82.4%	63.6%
Students w/ Disabilities	16.4%	14.8%	13.7%	14.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.6%	7.3%	4.9%	0.6%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.9%	3.4%	9.9%	1.0%	3.3%	10.1%
Filipino	3.0%	1.7%	2.2%	2.1%	1.6%	2.2%
Latino	95.1%	73.8%	56.1%	95.0%	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%	0.2%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.2%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.8%	2.2%	1.2%

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

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

Central City Value

Board District: 2 | Region: East | Location Code: 8719

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	53	13.3%	17,921	7.3%	226,508	11.1%	43	11.0%	15,302	6.5%	211,186	10.6%	53	13.4%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	6	1.5%	17,295	7.1%	144,189	7.1%	12	3.1%	15,717	6.7%	136,188	6.8%	7	1.8%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	23	5.8%	60,457	24.7%	505,486	24.8%	14	3.6%	60,574	25.7%	519,651	26.0%	33	8.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	18	4.5%	18,850	7.7%	236,319	11.6%	17	4.3%	14,725	6.2%	207,768	10.4%	14	3.5%	13,775	6.2%	178,306	9.3%
EL Total	100	25.0%	114,523	46.8%	1,112,502	54.5%	86	22.0%	106,318	45.0%	1,074,793	53.8%	107	27.1%	95,959	43.3%	1,009,030	52.6%
RFEP	300	75.0%	130,377	53.2%	927,694	45.5%	305	78.0%	129,789	55.0%	924,422	46.2%	288	72.9%	125,465	56.7%	909,298	47.4%
Total Ever EL	400	100.0%	244,900	100.0%	2,040,196	100.0%	391	100.0%	236,107	100.0%	1,999,215	100.0%	395	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/filesltel.asp

Central City Value

Board District: 2 | Region: East | Location Code: 8719

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	470			529,902			477			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	77	100%	16.4%	78,319	100%	14.8%	68	100%	14.3%	80,505	100%	15.6%
High Incidence	66	85.7%	14%	52,153	66.6%	9.8%	58	85.3%	12.2%	52,412	65.1%	10.1%
Low Incidence	11	14.3%	2.3%	26,162	33.4%	4.9%	10	14.7%	2.1%	28,084	34.9%	5.4%
Autism	9	11.7%	1.9%	18,713	23.9%	3.5%	8	11.8%	1.7%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	2	2.6%	0.4%	3,393	4.3%	0.6%	1	1.5%	0.2%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	11	14.3%	2.3%	10,930	14%	2.1%	11	16.2%	2.3%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	1	1.5%	0.2%	434	0.5%	0.1%
Specific Learning Disability	52	67.5%	11.1%	29,615	37.8%	5.6%	46	67.6%	9.6%	29,368	36.5%	5.7%
Speech or Language Impairment	3	3.9%	0.6%	11,608	14.8%	2.2%	1	1.5%	0.2%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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)
CENTRAL CITY VALUE
BOARD OF ECUATION REPORT 086-20/25
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 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 Central City Value 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:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 19

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-087-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

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_QJAaaqh27Bx?usp=sharing>

Submitted:
09/19/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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:

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:

ACADEMIC:

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.

FISCAL:

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	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
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 targets[1] 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.

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 targets[2] 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.

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

[1]Acccording 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/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.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	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	*	100%	4	*	*	*	*	-58.9	*
Asian	100%	1	*	*	63.0	*	100%	2	*	*	*	*	61.8	*	100%	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	*	100%	3	*	*	*	*	45.8	*
Foster Youth					-85.6		100%	3	*	*	*	*	-89.2	*	100%	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		100%	5	*	*	*	*	-70.4	*
Long-Term English Learner															100%	8	*	*	*	*	-109.6	*
Two or More	100%	1	*	*	25.1	*							24.3		100%	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	*	100%	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/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.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	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															89%	8	*	*	*	*	-163.5	*
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/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.

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	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	43.4%	0.0%	32.9%	23.7%	47.5%	2.8%	31.4%	18.3%
2023	EL	48.1%	1.3%	34.2%	16.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	53.9%	0.0%	31.6%	14.5%	43.2%	1.9%	34.4%	19.1%
2024	LTEL					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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	102	102	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	93	94	98.9%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL					193,182	202,530	95.4%	Y
2024	EL	92	92	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	6	6	100.0%	Y	182,603	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/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.

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	442	30.8%	Very High	30.0%	Higher	421	29.2%	-1.6	Declined	Orange	24.3%	Higher	424	25.9%	-3.3	Declined Significantly	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	Declined	Orange	26.3%	Lower	100	22.0%	-2.0	Declined	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	Declined	Orange	28.4%	Higher	390	26.2%	-4.8	Declined Significantly	Yellow	21.7%	Higher
Homeless Youth	1	*	*	45.1%	*	2	*	*	*	*	38.7%	*	15	40.0%		No Change Level	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	Declined Significantly	Yellow	29.9%	Lower	376	25.3%	-4.1	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	84	27.4%	Very High	39.6%	Lower	80	38.8%	11.4	Increased	Red	33.1%	Higher	80	22.5%	-16.3	Declined	Orange	26.3%	Lower
White	14	21.4%	Very High	21.9%	Lower	13	7.7%	-13.7	Declined	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/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.

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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/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.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	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/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/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.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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/filesltel.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.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Students w/ Disabilities	#	% 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%
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%
High Incidence	56	86.2%	14.0%	52,153	66.6%	9.8%	67	84.8%	16.9%	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%
Autism	9	13.8%	2.3%	18,713	23.9%	3.5%	12	15.2%	3.0%	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%
Deafness	0	0.0%	0.0%	188	0.2%	0.0%	0	0.0%	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%
Established Medical Disability	0	0.0%	0.0%	0	0.0%	0.0%	0	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%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	0	0.0%	0.0%	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%
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%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	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%
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%
Traumatic Brain Injury	0	0.0%	0.0%	66	0.1%	0.0%	0	0.0%	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%

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:

YOLANDA JORDAN
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 20

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-088-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - KIPP Academy of Opportunity Data Set
Attachment C - KIPP Academy of Opportunity Plan to Improve Academic Performance
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1PR9Yp9myTWo7gaUEmXHzEWfNpYDr_lbD?usp=sharing>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
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APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 088-25/26
October 14, 2025

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

STAFF ASSESSMENT

I. ACTION PROPOSED

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

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

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

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	KIPP Academy of Opportunity
Initial Authorization:	On February 11, 2003, KIPP Academy of Opportunity was authorized by the LAUSD Board of Education to serve 320 students in grades 5-8.
Most Recent Renewal	The charter was renewed on November 7, 2017 for a five-year term July 1, 2018 - June 30, 2023 to serve up to 485 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Academy of Opportunity expires June 30, 2026.

	KIPP Academy of Opportunity
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on October 26, 2021, to add an admissions preference.
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic and petition revision benchmarks to KIPP Academy of Opportunity: 1. KIPP Academy of Opportunity will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the district average, reported by June 1 annually. 2. KIPP Academy of Opportunity will demonstrate one performance level growth per academic year, as reported on the California School Dashboard, as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher, reported by December 1 annually. 3. Within thirty days of approval of the renewal petition, Charter School shall complete its outstanding petition revisions and submit to the Charter Schools Division an updated petition. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	KIPP Academy of Opportunity submitted its renewal petition application on July 18, 2025. The 90-day statutory timeline for Board action on the petition runs through October 16, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	KIPP Academy of Opportunity implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	KIPP Academy of Opportunity will participate in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. <u>Charter School Operator</u>

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

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

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

b. Measurements of Academic Performance on the California School Dashboard

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

KIPP Academy of Opportunity Dashboard Indicators

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

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

c. English Language Arts Indicator

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

KIPP Academy of Opportunity - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-43.8**	**Low**	**-12.2**	**Lower**
Black or African American	Met	Low	-64.8	Low	-57.7	Lower
Latino	Met	Low	-26.2	Low	-38.6	Higher
English Learner	Met	Low	-65.2	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-46.1	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-133.7	Very Low	-97.3	Lower

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

KIPP Academy of Opportunity - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-59.1**	**-15.3**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Red	-73.2	-8.4	Orange	-59.6	Lower
Latino	Met	Orange	-48.2	-22.1	Orange	-40.2	Lower
English Learner	Met	Red	-85.2	-20.0	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-61.1	-15.0	Orange	-42.6	Lower
Students with Disabilities	Met	Orange	-127.2	6.5	Red	-96.3	Lower

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

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

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

d. Math Indicator

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

KIPP Academy of Opportunity - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-88.6**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-114.3	Very Low	-106.9	Lower
Latino	Met	Low	-67.0	Low	-83.4	Higher
English Learner	Met	Very Low	-99.6	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-91.3	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-178.0	Very Low	-130.8	Lower

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

KIPP Academy of Opportunity - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-110.5**	**-22.0**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Red	-133.6	-19.3	Red	-104.5	Lower
Latino	Met	Orange	-92.2	-25.1	Orange	-80.8	Lower
English Learner	Met	Red	-125.1	-25.5	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-112.3	-21.0	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-205.1	-27.1	Orange	-127.3	Lower

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

KIPP Academy of Opportunity - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-96.6**	**13.9**	**Orange**	**-47.6**	**Lower**
Black or African American	Met	Orange	-111.6	22.0	Red	-102.2	Lower
Latino	Met	Yellow	-87.7	4.5	Orange	-79.2	Lower
English Learner	Met	Orange	-111.1	14.0	Orange	-93.4	Lower
Long Term English Learner	Met	Red	-126.9	0.4	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Orange	-99.2	13.2	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-169.3	35.7	Red	-124.3	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Very High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Red was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024 on the ELPI, the charter school's performance color was the same as the state's color of Orange for English Learner and Long-term English Learner student groups. The charter school's English Learner Progress rate for the English Learner and Long-Term English Learner student groups was lower than the state's rates, respectively.

KIPP Academy of Opportunity - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very High	73.9%	Medium	50.3%	Higher

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

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

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

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

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

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	36.7%	1.5%	Orange	45.7%	Lower
Long Term English Learner	Met	Orange	32.5%	3.2%	Orange	45.8%	Lower

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

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for all five numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for all five numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for all six numerically significant student groups, however, the Chronic Absenteeism rates demonstrated declines.

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

h. Graduation Indicator [HS only]
Not applicable

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

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

k. Additional Information
BENCHMARK UPDATE
As noted above, KIPP Academy of Opportunity has three (3) benchmarks related to academics and petition revisions in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

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

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

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

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

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

Benchmark 2: Math (Students with Disabilities)						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	No Update	No Update	Not Met	Not Met	Not Met

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

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

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

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated

in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for KIPP Academy of Opportunity outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Unsatisfactory*
Concerns	The rating of *Developing* in 2023-2024 was due to a majority of reported indicators that were rated at "2" or "1." The rating of *Unsatisfactory* in 2024-2025 was due to the school being identified as a Low Performing charter school based on the state's published list.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

VI. LOW PERFORMING CHARTER SCHOOLS

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

1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels; or

2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

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

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

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

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

ELA

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

MATH

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

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

ELPI

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

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

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

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
KIPP Academy of Opportunity's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$441,231	$1,056,835	$1,282,602	$1,027,139	$1,029,984
Net Income/Loss	$138,329	$615,604	$225,767	($255,463)[1]	$2,845
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	490	437	473	467	463

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

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

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

c. Other Significant Fiscal Information
Not applicable

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

KIPP SoCal Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**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)
20*	17*	$158,546,786	$1,904,167	$83,923,758	$1,839,232

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

KIPP Academy of Opportunity

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

CA School Dashboard: Academic Performance - English Language Arts

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

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

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

Data Sources: California School Dashboard Research data files.

KIPP Academy of Opportunity

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

CA School Dashboard: Academic Performance - Math

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

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

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

Data Sources: California School Dashboard Research data files.

KIPP Academy of Opportunity

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

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	69	73.9%	Very High	50.3%	Higher	91	35.2%	-38.7	Declined Significantly	Red	48.7%	Lower	90	36.7%	1.5	Maintained	Orange	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	40	32.5%	3.2	Increased	Orange	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	66.7%	7.2%	20.3%	5.8%	47.5%	2.8%	31.4%	18.3%
2023	EL	33.0%	2.2%	29.7%	35.2%	45.7%	2.3%	32.2%	18.3%
2024	EL	31.1%	5.6%	34.4%	28.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	25.0%	7.5%	35.0%	32.5%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	76	76	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	92	93	98.9%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	27	28	96.4%	Y	193,182	202,530	95.4%	Y
2024	EL	91	91	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	31	31	100.0%	Y	182,603	190,459	95.9%	Y

KIPP Academy of Opportunity

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

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	467	52.9%	Very High	30.0%	Higher	476	43.3%	-9.6	Declined Significantly	Yellow	24.3%	Higher	472	36.9%	-6.4	Declined Significantly	Yellow	18.6%	Higher
African American/Black	222	65.8%	Very High	42.9%	Higher	214	54.7%	-11.1	Declined Significantly	Yellow	36.4%	Higher	207	46.9%	-7.8	Declined Significantly	Yellow	31.3%	Higher
English Learner	78	46.2%	Very High	33.6%	Higher	105	36.2%	-10.0	Declined	Orange	26.3%	Higher	92	39.1%	2.9	Increased	Red	20.1%	Higher
Foster Youth	11	36.4%	Very High	42.1%	--	5	*	*	*	*	33.6%	*	2	*	*	*	*	30.5%	*
Homeless Youth	2	*	*	45.1%	*	10	*	*	*	*	38.7%	*	22	40.9%	--	--	--	32.7%	--
Latino	241	41.1%	Very High	35.8%	Higher	257	33.9%	-7.2	Declined Significantly	Yellow	28.4%	Higher	253	28.9%	-5.0	Declined Significantly	Yellow	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	41	36.6%	1.9	Increased	Red	23.9%	Higher
Socioeconomically Disadvantaged	438	53.2%	Very High	37.4%	Higher	455	44.4%	-8.8	Declined Significantly	Yellow	29.9%	Higher	450	37.6%	-6.8	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	72	66.7%	Very High	39.6%	Higher	76	57.9%	-8.8	Declined	Orange	33.1%	Higher	74	44.6%	-13.3	Declined	Orange	26.3%	Higher

Data Sources: California School Dashboard Research data files.

KIPP Academy of Opportunity

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

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	482	0.0%	Very Low	3.1%	Lower	488	0.4%	0.4	Increased	Green	3.5%	Lower	491	0.4%	0.0	Maintained	Blue	3.2%	Lower
African American/Black	229	0.0%	Very Low	7.9%	Lower	220	0.9%	0.9	Increased	Yellow	8.8%	Lower	212	0.9%	0.0	Maintained	Green	8.4%	Lower
English Learner	79	0.0%	Very Low	3.2%	Lower	107	0.9%	0.9	Increased	Yellow	3.7%	Lower	97	0.0%	-0.9	Declined	Blue	3.4%	Lower
Foster Youth	11	0.0%	Very Low	12.4%	--	5	*	*	*	*	13.6%	*	2	*	*	*	*	13.2%	*
Homeless Youth	3	*	*	5.5%	*	10	*	*	*	*	6.5%	*	23	0.0%	--	--	--	5.7%	--
Latino	248	0.0%	Very Low	3.3%	Lower	263	0.0%	0.0	Maintained	Blue	3.8%	Lower	267	0.0%	0.0	Maintained	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	42	0.0%	-2.0	Declined	Blue	8.1%	Lower
Socioeconomically Disadvantaged	448	0.0%	Very Low	4.0%	Lower	464	0.4%	0.4	Increased	Green	4.5%	Lower	465	0.4%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	74	0.0%	Very Low	5.4%	Lower	76	0.0%	0.0	Maintained	Blue	5.9%	Lower	77	0.0%	0.0	Maintained	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

KIPP Academy of Opportunity

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

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	467	529,902	5,837,690	466	516,685	5,806,221
F/R Meal	94.9%	80.6%	61.6%	83.0%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	19.5%	20.1%	18.4%	23.4%	18.6%	17.4%
Foster Youth	0.4%	0.6%	0.5%	0.6%	0.5%	0.5%
Homeless Youth	3.4%	2.1%	3.6%	0.2%	2.7%	4.0%
Socioeconomically Disadvantaged	94.9%	81.3%	62.7%	86.1%	82.4%	63.6%
Students w/ Disabilities	15.8%	14.8%	13.7%	13.5%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	43.7%	7.3%	4.9%	39.7%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	53.7%	73.8%	56.1%	57.7%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.2%	0.2%	0.4%
White	0.2%	9.8%	20.3%	0.2%	9.7%	20.0%
Two or More Races	1.5%	2.0%	4.6%	1.7%	2.1%	4.8%
Not Reported	0.9%	1.8%	1.1%	0.4%	2.2%	1.2%

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

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

KIPP Academy of Opportunity

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

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	29	15.8%	17,921	7.3%	226,508	11.1%	32	18.8%	15,302	6.5%	211,186	10.6%	28	15.6%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	9	4.9%	17,295	7.1%	144,189	7.1%	12	7.1%	15,717	6.7%	136,188	6.8%	16	8.9%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	4	2.2%	60,457	24.7%	505,486	24.8%	4	2.4%	60,574	25.7%	519,651	26.0%	17	9.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	59	32.2%	18,850	7.7%	236,319	11.6%	43	25.3%	14,725	6.2%	207,768	10.4%	48	26.7%	13,775	6.2%	178,306	9.3%
EL Total	101	55.2%	114,523	46.8%	1,112,502	54.5%	91	53.5%	106,318	45.0%	1,074,793	53.8%	109	60.6%	95,959	43.3%	1,009,030	52.6%
RFEP	82	44.8%	130,377	53.2%	927,694	45.5%	79	46.5%	129,789	55.0%	924,422	46.2%	71	39.4%	125,465	56.7%	909,298	47.4%
Total Ever EL	183	100.0%	244,900	100.0%	2,040,196	100.0%	170	100.0%	236,107	100.0%	1,999,215	100.0%	180	100.0%	221,424	100.0%	1,918,328	100.0%

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

KIPP Academy of Opportunity

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

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	467			529,902			466			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	74	100%	15.8%	78,319	100%	14.8%	62	100%	13.3%	80,505	100%	15.6%
High Incidence	64	86.5%	13.7%	52,153	66.6%	9.8%	55	88.7%	11.8%	52,412	65.1%	10.1%
Low Incidence	10	13.5%	2.1%	26,162	33.4%	4.9%	7	11.3%	1.5%	28,084	34.9%	5.4%
Autism	7	9.5%	1.5%	18,713	23.9%	3.5%	6	9.7%	1.3%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	1	1.4%	0.2%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	1.4%	0.2%	971	1.2%	0.2%	1	1.6%	0.2%	931	1.2%	0.2%
Intellectual Disability	1	1.4%	0.2%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	12	16.2%	2.6%	10,930	14%	2.1%	12	19.4%	2.6%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	39	52.7%	8.4%	29,615	37.8%	5.6%	32	51.6%	6.9%	29,368	36.5%	5.7%
Speech or Language Impairment	13	17.6%	2.8%	11,608	14.8%	2.2%	11	17.7%	2.4%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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).

PLAN TO IMPROVE ACADEMIC PERFORMANCE
As Submitted to the Governing Board of KIPP SoCal Public Schools
June 12, 2025

Introduction

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

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

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

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

- Math

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

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

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

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

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

Root-Cause Analysis for Meaningful Improvement in ELPI

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

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

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

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

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

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

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

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

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

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

References:

1. Sugarman, J., & Lazarin, M. (2020). *Educating English Learners during the COVID-19 Pandemic*. Migration Policy Institute, https://www.migrationpolicy.org/research/english-learners-covid-19-pandemic-policy-ideas.

2. García, E., & Weiss, E. (2021). *English Learners and COVID-19: A Lingering Challenge*. Economic Policy Institute.

Measurable Goal to Improve Opportunity's ELPI

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

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

Action Plan for Improving ELPI Performance

Continuing Strategies:

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

New Strategies:

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

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

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

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

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

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

ELA: Comparing Opportunity to California

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

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

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

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

Root-Cause Analysis for Meaningful Improvement in ELA

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

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

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

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

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

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

- **Student-Level Goal Setting Using Accelerated Reader (AR) and Quarterly Assessments:**
  To build student ownership and motivation, learners set personalized reading goals using AR and reflect on progress with teachers during quarterly data conferences. This approach fosters metacognition and helps students understand their growth trajectory while receiving actionable feedback.

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

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

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

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

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

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

References:

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

Measurable Goals to Improve Opportunity's ELA Performance

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

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

Action Plan for Improving ELA Performance

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

Continuing Strategies:

- See above

New Strategies:

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

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

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

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

- **Improved Lesson Internalization Practices:**
  Teachers engage in structured planning protocols that support them in unpacking unit arcs, anticipating student misconceptions, analyzing exemplar responses, and pre-planning scaffolds. This deep internalization builds teacher confidence and increases the quality of first instruction, particularly in fostering text-based discussions and writing grounded in evidence.

- **Stronger Data Analysis Aligned to Curriculum Benchmarks:**
  The curriculum's built-in formative assessments, writing tasks, and unit-level rubrics provide ongoing checkpoints of student progress. By aligning data analysis protocols to Fishtank's internal assessment system, teachers can more effectively adjust instruction and target reteaching to the precise language or comprehension demands of the unit.

- **Instructional Coaching Aligned to Curriculum and Assessments:**
  Coaching cycles are now tied directly to curriculum implementation, allowing for targeted support in delivering rigorous instruction, using questioning strategies, modeling academic language, and providing actionable feedback on writing. This alignment ensures that coaching is practical, specific, and grounded in shared instructional goals.

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

Plan to Improve Academic Performance in Math

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

Math: Comparing Opportunity to California

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

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

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

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

Root-Cause Analysis for Meaningful Improvement in Math

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

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

- **Regular Use of Formative Assessment Data to Drive Instructional Coaching:** Teachers analyze math data on an ongoing basis through structured coaching conversations that are directly tied to formative assessments, including exit tickets, unit diagnostics, and performance tasks. These data cycles allow instructional leaders to target support based on student misconceptions, pacing adjustments, and content-specific challenges, making data actionable and timely.

- **Participation in Monthly Regional Math Content Collaboratives:** Math teachers engaged monthly with external content teams across the region to deepen their understanding of the standards, explore high-quality instructional practices, and calibrate student work. These professional learning communities foster collaboration and continuous growth, supporting teachers in improving both content knowledge and pedagogical expertise.

- **Strong Instructional Coaching from a Content-Aligned Administrator:** Opportunity's math teachers receive weekly coaching and planning support from a

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

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

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

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

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

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

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

References:

1. Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2021). *COVID-19 and education: The lingering effects of unfinished learning*. McKinsey & Company, https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning.

2. Kuhfeld, M., Tarasawa, B., Johnson, A., Ruzek, E., & Lewis, K.. (2020). *Learning during COVID-19: Initial findings on students' reading and math achievement and growth*. NWEA Research, https://www.nwea.org/uploads/2020/11/Collaborative-brief-Learning-during-COVID-19.NOV2020.pdf.

Measurable Goals to Improve Opportunity's Math Performance

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

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

Action Plan for Improving Math Performance

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

Continuing Strategies:

- See above

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

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

- **Improved Internalization and Planning Routines:**
  Teachers engage in structured internalization practices that include unpacking Eureka's lesson objectives, anticipating student misconceptions, rehearsing math discourse strategies, and identifying key models and representations. This preparation ensures that instruction is intentional, paced for deep understanding, and responsive to student needs.

- **Strengthened Data Analysis Aligned to Curriculum Benchmarks:**
  With embedded exit tickets, mid-module assessments, and end-of-unit tasks, Eureka provides robust opportunities to assess mastery throughout the learning cycle. Teachers use this data in weekly planning and coaching sessions to pinpoint gaps in understanding, guide small-group instruction, and inform reteaching plans—ensuring real-time instructional adjustments based on student performance.

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

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

Conclusion

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

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

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

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
KIPP ACADEMY OF OPPORTUNITY
BOARD OF EDUCATION REPORT 088- 25/26
October 14, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for two (2) years, beginning July 1, 2026 until June 30, 2028 to serve up to 485 students in grades 5-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of KIPP Academy of Opportunity for two (2) years beginning July 1, 2026 until June 30, 2028.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Blanca A. Alves-Monaster, Ed.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 21

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-089-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Denial of the Renewal Petition for Learning by Design Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Denial of the Renewal Petition for Learning by Design Charter) Recommends denial of the renewal petition for Learning by Design Charter, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 300 students in grades TK-5 in each year of the charter term.

Action Proposed:
Adopt the denial of the renewal charter petition for Learning by Design Charter ("Charter School"), proposed to be located in Board District 1 and Region South, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter. Charter school is requesting to reduce enrollment capacity from 350 to 300 students to align with facility occupancy.

Background:
Learning by Design Charter is a TK-5 school currently serving 106 students on a private facility at 7019 S. Van Ness Ave., Los Angeles, CA, 90047 in Board District 1 and Region South. Learning by Design Charter was originally approved by the LAUSD Board of Education on February 6, 2018. 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 Learning by Design Charter expires June 30, 2026.

On July 18, 2025, Learning by Design 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 not met the requirements set forth in Education Code sections 47605, 47607 and/or 47607.2 and therefore recommends denial of the renewal petition.

Due Diligence:
Current Learning by Design 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).)

Grounds for Nonrenewal:
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for Learning by Design Charter and have assessed that the renewal petition application does not meet the criteria for approval. As fully discussed in the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter, based on review of the renewal petition and supporting documentation, staff has determined, Petitioner is unlikely to successfully implement the program set forth in the renewal petition ((Ed. Code, § 47605.); the renewal petition does not contain a reasonably comprehensive description of the 15 elements required for petitions; the charter school has not attained measurable increases in academic achievement school wide and for numerically significant student groups served by the charter school (Ed. Code, §§ 47607 and 47607.2); and the charter school has substantial fiscal and governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Denial will prevent Charter School from continuing its operations as a charter school under the authority of the LAUSD Board.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter, Charter School would not be authorized to continue operating as a charter school under the terms of the authority of the LAUSD Board. Charter School's current charter expires on June 30, 2026. 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. 089-25/26, 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.

"No" - If the Board does not adopt the recommendation of denial of the charter renewal petition and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter, and instead takes specific action to approve the renewal charter petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2026. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that is consistent with and meets all applicable legal and LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and current Federal, State, District Required Language.

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:
The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a budget impact. If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) Memorandum of Understanding (MOU) (Option 1, 2, or 3) executed by the charter school and the District, if applicable.

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 LAUSD SELPA Option 2. Charter School's fair share contribution for special education will be 20% of the District's general fund contribution rate per Average Daily Attendance (ADA) for the first fiscal year of the charter petition period, which will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources. This formula will increase by 5% for each subsequent fiscal year of the charter petition period until the applicable percentage reaches 35%. For the remainder of the term of Charter School's charter, the rate will remain at 35% of the District's general fund contribution rate for each fiscal year. If Charter School is renewing its charter petition and has reached the 35% fair share contribution rate for special education, Charter School shall continue to contribute at the 35% rate for the full renewal period. If Charter School is renewing and has reached a fair share contribution rate that is less than 35%, Charter School's fair share contribution rate shall continue to increase by 5% per year from the prior year's rate until the applicable percentage reaches 35%. If Charter School does not spend its 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 by 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 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 not met the requirements for charter school approval and therefore recommends denial of the renewal petition.

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.

File #: Rep-089-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Learning by Design Charter Data Set
Attachment C - Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter

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/1e7MBWqhq8bagc4_KIAIUUGYfUsIGFY5k?usp=sharing>

Submitted:
09/19/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 089-25/26
October 14, 2025

School Name:	**Learning by Design Charter**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Learning by Design Inc.**		
Location Code:	**7572**		
Type of Site(s):	**Private**		
Site Address(es):	**7019 S. Van Ness Ave., Los Angeles, CA 90047**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**TK-5**	Current Enrollment:	**106**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**350 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Denial**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Learning by Design Charter ("Learning by Design" or "Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 300 students in grades TK-5 in each year of the charter term. The school is requesting to reduce enrollment capacity from 350 to 300 students to align with facility occupancy.

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).)
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter*, these criteria have been determined 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?
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter*, these criteria have been determined 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).)
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter*, these criteria have been determined 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

	Learning by Design Charter
Initial Authorization:	On February 6, 2018, Learning by Design Charter was authorized by the LAUSD Board of Education to serve 350 students in grades TK-5.
Most Recent Renewal	This is the charter school's first consideration for renewal. 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 Learning by Design Charter expires June 30, 2026.

	Learning by Design Charter
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Learning by Design 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:	Learning by Design Charter implements the LAUSD Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Learning by Design Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 2.

B. Charter School Operator

Learning by Design Charter is operated by Learning by Design Inc., a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Learning by Design 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 lower than the state in ELA, but higher than the state in Math. The charter school provided three years of verified data, demonstrating one year's progress in the two most recent years. However, the verified data did not include student group data and did not meet participation rates. Further analysis in ELA demonstrated lower outcomes for the charter school when compared to Resident Schools. In addition, when comparing the CAASPP Met or Exceeded rates in ELA, the charter school was lower than the Resident Schools in two of the three years.

Please see the Learning by Design 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.

Learning by Design Charter

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

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

c. English Language Arts Indicator

Please see the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter* for more details.

d. Math Indicator

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

Learning by Design 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	**Not Met**	**Very Low**	**-130.8**	**Low**	**-51.7**	**Lower**
Black or African American	Not Met	Very Low	-139.8	Very Low	-106.9	Lower
Socioeconomically Disadvantaged	Not Met	Very Low	-135.0	Low	-84.0	Lower

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

Learning by Design 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**	**Yellow**	**-62.1**	**75.1**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Yellow	-62.7	88.4	Red	-104.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-66.8	74.9	Yellow	-80.8	Higher

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

Learning by Design 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**	**Green**	**-1.9**	**60.1**	**Orange**	**-47.6**	**Higher**
Socioeconomically Disadvantaged	Met	Green	-10.8	56.0	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
ELPI data not reportable due to the low number of English Learners.

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022, on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups. In 2023 and 2024, on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022 and 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for two of three 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 2024 and "Not Met" in 2023.

k. Additional Information
For additional context, pursuant to applicable legal and District policy requirements, CSD's ongoing oversight assesses a school's performance and utilizes a tiered intervention model when necessary to address and respond to concerns or challenges related to a charter school's governance, programs, operations, organization, and fiscal management. Accordingly, the District has utilized its tiered intervention model to address and respond to concerns or issues that have occurred during Learning by Design Charter's charter term. Below are examples of the tiered intervention ("Notices") that the District has issued Learning by Design to ask the charter school to provide additional information or documents to further assess a concern(s), or request that the charter school take required corrective measures to cure specified actions by the charter school. In response to the Notices, as well as follow-up communications from the CSD, Charter School provided information to share their proposed remediations. The

District's continued engagement in tiered intervention, and the extent of the oversight record, raises concerns.

Date	Type of Notice (NOC or NTC)	Issue/Topic	Resolved (Y/N)
11/14/19	Notice to Cure	Findings of Non-compliance Governance and Operations	Yes
8/3/2020	Notice of Concern	Charter School's weak fiscal condition (reporting negative net assets since its inception, from 2018-2019 through 2020-2021).	Yes (temporarily)
2/23/2021	Notice to Cure	2019-2020 EOY Schoolwide Suspension Rate	Yes
3/1/2021	Notice of Concern	Student Information System (Illuminate)	Yes
7/9/2021	Notice to Cure	Findings of Non-compliance in Governance and Operations	Yes
8/27/2021	Notice to Cure	Findings of Non-compliance in Governance and Operations	Yes
9/24/2021	Notice of Concern	LCAP, Annual Update	Yes
10/11/2021	Follow-Up Letter to the 8/3/2020 Notice of Concern, and Charter School's response	Charter School's negative fiscal condition and low enrollment. Based on the enrollment site visit, the District continues to have concerns regarding Charter School's student enrollment. Additionally, Charter School reported a negative net asset balance of ($109,908) as of June 30, 2021, based on its Unaudited Actuals submitted to the District.	Yes (temporarily)
2/28/2024	Notice to Cure	2022-2023 EOY Suspension Data	Yes
6/25/2024	Notice of Concern	Charter School's deteriorating fiscal condition and low student enrollment issues.	No
3/31/2025	Notice to Cure	Charter School's deteriorating financial condition/negative unrestricted net assets; and low and continued declining student enrollment.	No
5/19/2025	Notice to Cure	2022-2023 EOY Suspension Data	Yes

Date	Type of Notice (NOC or NTC)	Issue/Topic	Resolved (Y/N)
7/15/2025	Notice of Alleged Violations	Charter School's weak fiscal condition and low and declined student enrollment (recurring issues), ongoing financial sustainability concerns at the charter school.	No

The CSD continues to monitor the school through oversight. Please see the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter* for more details.

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 Learning by Design Charter outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 extends from significant fiscal issues.

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	In 2023-2024, Learning by Design Charter earned a rating of *Developing* based on student academic performance in the CA school Dashboard Indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Unsatisfactory*
Concerns	The ratings of *Developing* in 2023-2024 and *Unsatisfactory* in 2024-2025 were primarily due to the school's weak and deteriorating financial condition, and low and continued declining student enrollment (recurring issues).

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).)

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading, Language Usage (2022-2023), and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education 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. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of "growth events[1]" on the reports. In 2024-2025 Charter School had a norm enrollment of 106 students and the NWEA Reading report indicates that the school had 65 growth events and the NWEA Math report had 86 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA

Please see the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter* for more details.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5.

The 2024-2025 data outcomes are represented in the table below disaggregated by grade level showing overall Kindergarten, Grade 2, and Grade 3 Met one year's progress, but did not include student group data.

MAP Growth Math 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Kindergarten	11	-0.2 to 0.2	1.01	Met
Grade 1	16	-0.2 to 0.2	-0.51	Not Met
Grade 2	14	-0.2 to 0.2	1.65	Met

[1] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

MAP Growth Math 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Grade 3	14	-0.2 to 0.2	1.26	Met
Grade 4	*	-0.2 to 0.2	*	*
Grade 5	23	-0.2 to 0.2	-0.54	Not Met

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

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School Met the one year's progress for a majority of grade levels, however, the assessment data does not appear to include at least 95% of eligible students.

Based on the review and consideration of verified data, Learning by Design Charter provided three years of data, including grade levels Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5 in Reading, Language Usage (2022-2023), and Math. However, student group data was not provided in ELA or Math. In all three years, the charter school appears to not have met the 95 percent participation rate based on norm enrollment compared to growth events.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard and considering Charter School provided verified data that does not include student group reports, and had participation rate concerns, staff determined that the school's ELA requires further review. Please see the *Findings of Fact in Support of Denial of the Charter Petition for Learning by Design Charter* for more details.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Learning by Design Charter's fiscal condition is negative.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	($124,908) [1]	$296,158	$192,365	($220,962)	($130,261)
Net Income/Loss	$291,956	$421,066	($103,793) [2]	($413,327) [3]	$90,702 [4]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	131	118	105	112	106

[1]The negative net assets of ($124,098) reported for Fiscal Year 2020-2021 was due to the prior years' deficit spending in the organization's first year of school operation. The school reported net income of $12,205 and $291,956 in Fiscal Years 2019-2020 and 2020-2021, respectively. The charter secured

short-term borrowings to aid in cash flow needs and had plans to reduce operating costs in order to end with a surplus for the Fiscal Year 2021-2022.

[2]According to Learning by Design Charter, the net loss of ($103,793) reported for Fiscal Year 2022-2023 was primarily due to the lower ADA, higher-than-expected expenses, particularly in Special Education, and a delay in receiving the SB740 funds.

[3]According to Learning by Design Charter, the net loss of ($413,327) reported for Fiscal Year 2023-2024 was primarily due to the unanticipated expenses for Special Education services.

[4]Though Charter School projected a net income of $91K in its 2024-2025 Second Interim Report, Learning by Design Charter projected a net loss of ($391,340) in its 2024-2025 Unaudited Actuals Report, resulting in a financial decline and a negative net asset balance of ($612,302) as of June 30, 2025. According to Learning by Design Charter and the CSD's review, the net loss was primarily attributed to unanticipated expenses related to Special Education services coupled with continued declines in student enrollment.

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
   For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter*.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	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	91%	48	-89.4	Very Low	-12.2	Lower	98%	51	-67.4	24.3	Increased Significantly	Yellow	-13.6	Lower	98%	54	-11.9	55.5	Increased Significantly	Yellow	-13.2	Higher
African American/Black	87%	36	-102.6	Very Low	-57.7	Lower	100%	34	-70.1	37.1	Increased Significantly	Orange	-59.6	Lower	97%	29	-27.8	42.4	Increased Significantly	--	-58.9	--
Latino	100%	11	-50.0	Low	-38.6	--	95%	16	-53.6	-3.6	Declined	--	-40.2	--	100%	23	13.5	67.1	Increased Significantly	--	-39.3	--
Socioeconomically Disadvantaged	90%	46	-99.3	Very Low	-41.4	Lower	98%	45	-77.6	25.3	Increased Significantly	Orange	-42.6	Lower	98%	45	-18.7	59.0	Increased Significantly	Yellow	-40.9	Higher

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	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	89%	48	-130.8	Very Low	-51.7	Lower	98%	51	-62.1	75.1	Increased Significantly	Yellow	-49.1	Lower	98%	54	-1.9	60.1	Increased Significantly	Green	-47.6	Higher
African American/Black	85%	36	-139.8	Very Low	-106.9	Lower	100%	34	-62.7	88.4	Increased Significantly	Yellow	-104.5	Higher	97%	29	-1.4	61.3	Increased Significantly	--	-102.2	--
Latino	100%	11	-123.9	Very Low	-83.4	--	95%	16	-52.4	71.5	Increased Significantly	--	-80.8	--	100%	23	0.7	53.2	Increased Significantly	--	-79.2	--
Socioeconomically Disadvantaged	90%	46	-135.0	Very Low	-84.0	Lower	98%	45	-66.8	74.9	Increased Significantly	Yellow	-80.8	Higher	98%	45	-10.8	56.0	Increased Significantly	Green	-78.2	Higher

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

Student 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	--	--	--	--	47.5%	2.8%	31.4%	18.3%
2023	EL	--	--	--	--	45.7%	2.3%	32.2%	18.3%
2024	EL	--	--	--	--	43.2%	1.9%	34.4%	19.1%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	13	13	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	16	17	94.1%	N	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	20	23	87.0%	N	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	124	1.6%	Very Low	30.0%	Lower	126	44.4%	42.8	Increased	Red	24.3%	Higher	129	57.4%	12.9	Increased	Red	18.6%	Higher
African American/Black	75	2.7%	Low	42.9%	Lower	81	42.0%	39.3	Increased	Red	36.4%	Higher	65	52.3%	10.3	Increased	Red	31.3%	Higher
English Learner	15	0.0%	Very Low	33.6%	--	18	66.7%	66.7	Increased	--	26.3%	--	27	74.1%	7.4	Increased	--	20.1%	--
Latino	36	0.0%	Very Low	35.8%	Lower	43	48.8%	48.8	Increased	Red	28.4%	Higher	61	63.9%	15.1	Increased	Red	21.7%	Higher
Socioeconomically Disadvantaged	105	1.9%	Very Low	37.4%	Lower	108	46.3%	44.4	Increased	Red	29.9%	Higher	103	62.1%	15.8	Increased	Red	23.4%	Higher
Students with Disabilities	8	*	*	39.6%	*	7	*	*	*	*	33.1%	*	13	61.5%	--	--	--	26.3%	--
Two or More	12	0.0%	Very Low	25.1%	--	1	*	*	*	*	21.6%	*	2	*	*	*	*	16.2%	*

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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	133	0.8%	Low	3.1%	Lower	127	3.1%	2.4	Increased	Orange	3.5%	Lower	134	6.0%	2.8	Increased	Orange	3.2%	Higher
African American/Black	81	1.2%	Medium	7.9%	Lower	82	4.9%	3.6	Increased	Orange	8.8%	Lower	66	10.6%	5.7	Increased	Red	8.4%	Higher
English Learner	15	0.0%	Very Low	3.2%	--	18	0.0%	0.0	Maintained	--	3.7%	--	29	0.0%	0.0	Maintained	--	3.4%	--
Latino	39	0.0%	Very Low	3.3%	Lower	43	0.0%	0.0	Maintained	Blue	3.8%	Lower	64	1.6%	1.6	Increased	Orange	3.4%	Lower
Socioeconomically Disadvantaged	110	0.9%	Low	4.0%	Lower	109	3.7%	2.8	Increased	Orange	4.5%	Lower	107	6.5%	2.9	Increased	Red	4.0%	Higher
Students with Disabilities	9	*	*	5.4%	*	7	*	*	*	*	5.9%	*	13	23.1%	--	--	--	5.4%	--
Two or More	12	0.0%	Very Low	2.9%	--	1	*	*	*	*	3.3%	*	3	*	*	*	*	3.0%	*

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	115	529,902	5,837,690	114	516,685	5,806,221
F/R Meal	63.5%	80.6%	61.6%	78.1%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	24.3%	20.1%	18.4%	14.9%	18.6%	17.4%
Foster Youth	0.9%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	3.5%	2.1%	3.6%	0.9%	2.7%	4.0%
Socioeconomically Disadvantaged	67.0%	81.3%	62.7%	79.8%	82.4%	63.6%
Students w/ Disabilities	9.6%	14.8%	13.7%	7.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	48.7%	7.3%	4.9%	55.3%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.9%	3.4%	9.9%	0.9%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	48.7%	73.8%	56.1%	42.1%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	1.7%	1.8%	1.1%	1.8%	2.2%	1.2%

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

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

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	5	41.7%	17,295	7.1%	144,189	7.1%	1	3.4%	15,717	6.7%	136,188	6.8%	1	5.3%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	6	50.0%	60,457	24.7%	505,486	24.8%	21	72.4%	60,574	25.7%	519,651	26.0%	13	68.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	0	0.0%	18,850	7.7%	236,319	11.6%	6	20.7%	14,725	6.2%	207,768	10.4%	3	15.8%	13,775	6.2%	178,306	9.3%
EL Total	11	91.7%	114,523	46.8%	1,112,502	54.5%	28	96.6%	106,318	45.0%	1,074,793	53.8%	17	89.5%	95,959	43.3%	1,009,030	52.6%
RFEP	1	8.3%	130,377	53.2%	927,694	45.5%	1	3.4%	129,789	55.0%	924,422	46.2%	2	10.5%	125,465	56.7%	909,298	47.4%
Total Ever EL	12	100.0%	244,900	100.0%	2,040,196	100.0%	29	100.0%	236,107	100.0%	1,999,215	100.0%	19	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/filesltel.asp

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	115			529,902			114			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	9	100%	7.8%	78,319	100%	14.8%	9	100%	7.9%	80,505	100%	15.6%
High Incidence	8	88.9%	7%	52,153	66.6%	9.8%	8	88.9%	7%	52,412	65.1%	10.1%
Low Incidence	1	11.1%	0.9%	26,162	33.4%	4.9%	1	11.1%	0.9%	28,084	34.9%	5.4%
Autism	1	11.1%	0.9%	18,713	23.9%	3.5%	1	11.1%	0.9%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	1	11.1%	0.9%	10,930	14%	2.1%	0	0%	0%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	4	44.4%	3.5%	29,615	37.8%	5.6%	4	44.4%	3.5%	29,368	36.5%	5.7%
Speech or Language Impairment	3	33.3%	2.6%	11,608	14.8%	2.2%	4	44.4%	3.5%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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).

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE RENEWAL CHARTER PETITION FOR LEARNING BY DESIGN CHARTER BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT
October 14, 2025

I. INTRODUCTION

On July 18, 2025, Learning by Design Charter ("Charter School" or "Petitioners") submitted a renewal petition application ("Renewal Petition") to the Charter Schools Division ("CSD") of the Los Angeles Unified School District ("LAUSD" or "District"), seeking to renew its charter to serve up to 300 students in grades TK-5 for a five-year term, July 1, 2026, to June 30, 2031. (*See* Exhibit 1, Learning by Design Charter Renewal Petition). Charter School currently operates on a private site (non-District owed facility) at 7019 S. Van Ness Ave., Los Angeles, CA 90047, which is served by Board District 1 and Region South.

Pursuant to the Charter Schools Act (Ed. Code § 47600 *et seq.*) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("LAUSD policy" or "District policy"), LAUSD's Board of Education ("Board") has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days following receipt of the renewal petition, the LAUSD Board must hold an initial public hearing to consider the level of support for the renewal petition by teachers employed by the District, other employees of the District, and parents. At the second public hearing, at which the Board will either grant or deny the charter, the petitioner shall have equivalent time and procedures to present evidence and testimony to respond to District staff's recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition, at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

The District evaluates renewals petitions in accordance with the standards and criteria specified in the Charter Schools Act. Based on a comprehensive review of the Renewal Petition application and the record of performance of Charter School, as described in greater detail below, District staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, 47607.2 and/or 47611.5, and therefore recommends denial of the renewal petition.

II. CRITERIA FOR RENEWAL AND GROUNDS FOR NONRENEWAL

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

While Criterion 1 is similar to the criteria for a new petition, for renewal petitions, there is more information and data regarding past performance since the initial petition for establishment of the charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

1) Governance
2) Student Achievement and Educational Performance
3) Organizational Management, Programs and Operations
4) Fiscal Operations

As part of its analysis, the LAUSD Board is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.[1]

Criterion 2:

The LAUSD 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" performing. The state will publish an annual list of charter schools and their performance classification.

[1] See LAUSD policy, pp. 28-29.

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. "Measurements of academic performance" refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition should include in its application all evidence and data related to the charter school's performance on the California School Dashboard.

Middle Performing Charter Schools

For all charter schools that do not meet the High performing or Low performing criteria, the LAUSD Board shall consider the charter school under Middle performing criteria. (Ed. Code, § 47607.2(b)(1).) Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

(1) The schoolwide performance and performance of all student groups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;

(2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;

(3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or

b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data[2] and identified an approved list of valid and reliable assessments.[3] Staff's review of Charter School's submitted materials will be based on verified data sources and related information adopted by the State Board of Education. (Ed. Code, § 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The LAUSD Board may deny a renewal of a Middle performing charter school pursuant to Education Code section 47607.2(b) upon making each of the following written factual findings:

(1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

[2] "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, §47607.2(c)(2).)
[3] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

(2) The closure of the charter school is in the best interest of the pupils; and

(3) The decision provided greater weight to the performance on the measurements of academic performance.

When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g., Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the CAASPP as compared to the state averages, California School Dashboard data, four-year cohort graduation rates). A list of Resident Schools is generated, based on students' addresses as reported in CALPADS.

As a Middle performing charter school, if renewed, the chartering authority (LAUSD Board) must grant a renewal for a period of five years. (Ed. Code, § 47607.2(b)(7).)[4]

Criterion 3:

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

Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the High, Middle, or Low performing criteria, upon a finding that either:

(1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:

(a) Substantial fiscal factors, or
(b) Substantial governance factors.

Pursuant to the District Policy, substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities related costs, Prop. 39 over-allocated space reimbursements, etc.). Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

(2) The charter school is not serving the pupils who wish to attend.

[4] See LAUSD policy, p. 35.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)[5]

Prior to a nonrenewal determination pursuant to number 1 or 2 noted above, LAUSD shall provide the charter school with at least 30 days' notice of the alleged violation and provide the charter school with a reasonable opportunity to cure the violation, including providing an opportunity for the charter school to present a proposed corrective plan. (Ed. Code, § 47607(e).) After providing notice of the alleged violation and reasonable opportunity to cure the violation, the LAUSD Board may deny a renewal petition if it finds that either:

1) The corrective action proposed by the charter school has been unsuccessful, or

2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

III. FINDINGS OF FACT IN SUPPORT OF DENIAL OF CHARTER RENEWAL

Based on a comprehensive review of Charter School's Renewal Petition application and Charter School's record of academic and fiscal performance, District staff recommends that the LAUSD Board **deny** the renewal and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for Learning by Design Charter* based on the following ground(s):

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the renewal petition due to substantial fiscal factors. (Ed. Code, § 47607(e).) (Criterion 3)

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code § 47605(c)(2).) (Criterion 1)

- The Renewal Petition does not contain reasonably comprehensive descriptions of all required elements. (Ed. Code, § 47605(c)(5).) (Criterion 1**)**

- As a Middle performing charter school, Learning by Design Charter fails to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code § 47607.2(b).) (Criterion 2)

A. Charter School is demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to substantial fiscal factors (Ed. Code § 47607(e)), as indicated by the following findings:

On July 15, 2025, the District issued Charter School a Notice of Alleged Violations ("Notice") pursuant to Education Code section 47607(e). (See Criterion 3 above.) The Notice provided facts to identify substantial fiscal factors and concerns regarding Charter School's weak fiscal condition and fiscal insolvency and outlines the legal bases for corrective actions. The

[5] See LAUSD Policy, pp. 37-38.

District's Notice also indicated that failing to take corrective actions in response to the Notice could lead to LAUSD's recommended denial of Charter School's renewal petition based on either of the following findings: (1) the corrective action has been unsuccessful; or (2) the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. (Ed. Code, § 47607(e).) Attached herein is a copy of the Notice along with the accompanying documentation. (*See* Exhibit 2, District's Notice of Alleged Violations)

The District requested that Charter School provide a response to the Notice by August 18, 2025, as consistent with the timeline set forth by statute. On August 27, 2025, Charter School responded to the Notice by submitting an updated budget and cash flow projections for the remainder of its charter term, covering Fiscal Year 2025-2026 (based on an enrollment of 175). Charter School's response also included a written statement explaining how the revised financial documents would impact Charter School's instructional program and its ability to meet all of its financial obligations while carrying out school operations, as well as the steps the Charter School's Board would take to monitor the school's fiscal condition. Although Charter School's submitted budget projects a net income of $238,832 and an ending cash balance of $269,656, the cash flow projections indicate negative monthly cash balances in 11 of the 12 months, from July 2025 through May 2026. Additionally, based on Charter School's Fiscal Year 2024-2025 Unaudited Actuals negative net assets balance of ($612,302), Charter School's projected financials would still result in a negative net assets balance at Fiscal Year 2025-2026 year-end. This presents a significant financial concern and leads to the conclusion that Charter School is at high risk of fiscal insolvency, and faces substantial challenges in meeting its day-to-day operational expenses due to the projected cash flow deficiency.

As explained in greater detail below, Charter School has failed to successfully address all relevant corrective actions since 2020-2021, as noted in the District's tiered intervention process. Additionally, and more current, the budget and cash flow projections submitted in August 2025 did not successfully resolve the outstanding fiscal issues identified in the Notice. Moreover, Charter School's most recent financial report (2024-2025 Unaudited Financials) shows a continued financial decline. Thus, Charter School's proposed corrective actions to date (including its response to the Notice) continue to demonstrate that its financial plan has been unsuccessful.

a. **Weak Fiscal Condition/Negative Net Assets ("Weak fiscal condition" may include, but is not limited to, year-to-year financial fluctuations, significant net losses, and negative net assets in the current or foreseeable future fiscal years.)**

Charter School's fiscal condition is negative based on the most current annual independent audit report. As reflected in the Financial Highlights table below, Charter School reported net losses of ($103,793) in 2022-2023 and ($413,327) in 2023-2024, resulting in negative net assets of ($220,962) as of June 30, 2024. As a result, Charter School did not meet the minimum recommended levels for the fund reserve (reserve for economic uncertainty), cash reserve level, current ratio, and debt ratio for Fiscal Year 2023-2024. Additionally, Charter School's monthly 2024-2025 cash flow projections submitted to the District reflect a need for additional financing, as evidenced by $300,000 in short-term borrowing from a line of credit. Consequently, the total outstanding loan balance increased to $410,000 as of May 31, 2025.

Furthermore, Charter School's 2024-2025 Unaudited Actuals submitted to the District projects a net loss of ($391,340) and negative net assets of ($612,302), reflecting a continued financial decline with net losses reported in each of the past three years. Additionally, Charter School is projected ***not*** to meet any of the District-recommended financial ratio thresholds based on its 2024-2025 Unaudited Actuals. Its current weak fiscal condition and ongoing decline raise significant concerns, as projections indicate a risk of financial insolvency and unsuccessful financial plan.

FINANCIAL HIGHLIGHTS							
Learning by Design Charter	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	($429,069)	($416,864)	($124,908)	$296,158	$192,365	($220,962)	($612,302)
Net Income / (Loss)	($429,069)	$12,205	$291,956	$421,066	($103,793)	($413,327)	($391,340)
Transfers In / Out	$0	$0	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$198,636	$71,447	$100,619	$187,002	$304,256	$11,450	$30,824
Unrestricted Net Assets	($429,069)	($416,864)	($124,908)	$296,158	$192,365	($220,962)	($612,302)
Norm Enrollment Reported by the School	35	132	131	118	105	112	106
FINANCIAL RATIO ANALYSIS							
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) 3% - 5% and greater is recommended (depending on the school's ADA)	0.00%	0.00%	0.00%	14.51%	7.91%	0.00%	0.00%
Cash Reserve Level (Cash Balance/Total Expenditures) 5% and greater is recommended	19.02%	4.25%	5.87%	9.16%	12.50%	0.44%	1.17%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) At least 1.2 or 120% is recommended	72.69%	57.56%	81.84%	152.94%	98.89%	42.90%	36.22%
Debt Ratio (Total Liabilities/Total Assets) Lower than 1.0 or 100% is recommended	252.21%	191.50%	130.90%	63.79%	77.33%	140.20%	264.52%
Note: The ratios highlighted in yellow in the table above indicate the Charter School did not meet the recommended ratios.							

b. **Charter School's Historically Low and Declining Student Enrollment Trend**

Charter School's historically low and declining student enrollment trend raises concerns as to its ability to improve its negative fiscal condition. This trend may further exacerbate financial challenges, as the Local Control Funding Formula ("LCFF") revenue is directly tied to enrollment and Average Daily Attendance ("ADA").

Charter School's reported Norm Enrollment was 131, 118, 105, 112, and 106 students for Fiscal Years 2020-2021 through 2024-2025, respectively. This reflects a cumulative decrease of 25 students (or 19.1%) since Fiscal Year 2020-2021 and a one-year decline of 6 students (or 5.4%) in Fiscal Year 2024-2025. Charter School's reported Norm Enrollment for Fiscal Year 2024-2025 is 106 students, which is 244 students (or approximately 69.7%) below its approved enrollment capacity in Charter

School's operative charter (i.e., 350 students). Additionally, Charter School reported 2024-2025 P-1 ADA of 101.87 and P-2 ADA of 106.96, respectively.

The tables below summarize Charter School's projected enrollment in its operative charter and its Norm Enrollment since Fiscal Year 2020-2021, reflecting that Charter School has been under-enrolled for four of the five fiscal years. Historically low and declining student enrollment further undermines Charter School's financial plan, as reduced enrollment directly decreases revenue, making its plan and corrective actions unsuccessful, and thus, heightening the risk of fiscal insolvency.

Table 1: Charter School's Enrollment Rollout Plan as Outlined in Its Operative Charter					
Grade Level	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
TK/K	100	100	100	100	100
1	50	50	50	50	50
2	50	50	50	50	50
3	50	50	50	50	50
4		50	50	50	50
5			50	50	50
Total Projected Enrollment (A)	**250**	**300**	**350**	**350**	**350**

Table 2: Charter School's Norm Day Enrollment History					
Grade Level	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
TK*			5	7	3
K*	17	16	11	15	12
1	24	18	13	19	18
2	20	22	16	15	16
3	19	21	25	15	16
4	28	16	18	25	12
5	23	25	17	16	29
Total Enrollment (B)	**131**	**118**	**105**	**112**	**106**
Increase/(Decrease) in the # of Students Enrollment from Prior Year	**N/A**	**(13)**	**(13)**	**7**	**(6)**

Table 2: Charter School's Norm Day Enrollment History					
Grade Level	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
% Increase/(Decrease) in the # of Students Enrollment from Prior Year	**N/A**	**(9.9%)**	**(11.0%)**	**6.7%**	**(5.4%)**
Under-Enrollment (Enrollment Rollout Plan vs Norm Day Enrollment) (B)-(A)	**(119)**	**(182)**	**(245)**	**(238)**	**(244)**
*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts include the TK counts for the school years prior to 2022-2023.					

See District staff's analysis of Charter School's current enrollment in section B below.

c. Ongoing Financial Sustainability Concerns at Charter School

Due to the anticipated impact of Charter School's current financial trajectory on the sustainability of its operations—along with ongoing fiscal concerns related to its deteriorating financial condition, negative unrestricted net assets, and historically low and declining student enrollment—the District has engaged in tiered intervention and issued multiple notices to Charter School relating to the foregoing. (**See the summary table below.**) The District first issued a Notice of Concern on August 3, 2020, followed by a second Notice of Concern on June 25, 2024, citing Charter School's

weak financial condition and low and declining enrollment. Although Charter School temporarily addressed the concerns identified in these notices at the time, the same or similar issues have since resurfaced and continue to persist. The District remains concerned about Charter School's ability to maintain a positive net assets balance and its ongoing reliance on borrowed funds to sustain adequate cash flow.

Most recently, on March 31, 2025, the District issued a Notice to Cure, requiring immediate action by Charter School's governing board ("Charter School Board") to address the ongoing fiscal and enrollment challenges. On April 21, 2025, the Charter School Board submitted a response that included a revised budget and cash flow projections for Fiscal Years 2024-2025 and 2025-2026. In reviewing Charter School's response and submitted budget and cash flow projections, the District notes that Charter School's assumptions include an enrollment of 132 students and ADA of 126.72 for Fiscal Year 2024-2025. However, Charter School's monthly classification reports submitted to the District show actual enrollments of 121 and 118 students for months nine and ten (April and May 2025), respectively.

Given Charter School's historical enrollment trends, its current revenue projections appear unrealistic and unreasonable, raising concerns about the overall reliability of the revised budget submitted to the District. As noted above, the Fiscal Year 2024-2025 Unaudited Actuals further substantiate these concerns regarding Charter School's financial condition. Consequently, Charter School's budget and cash flow projections lack credibility, do not reflect a viable financial or corrective action plan. This raises serious concerns about Charter School's ability to remain fiscal solvent and meet its operational obligations.

As discussed above, in response to the ongoing oversight concerns since Charter School's inception, the District issued multiple fiscal-related notices, summarized below.

Date	Type of Notice (NOC or NTC)	Issue/Topic	Resolved (Y/N)
8/3/2020	Notice of Concern	Charter School's weak fiscal condition (reporting negative net assets since its inception, from 2018-2019 through 2020-2021).	Yes (temporarily)
10/11/2021	Follow-Up Letter to the 8/3/2020 Notice of Concern, and Charter School's response	Charter School's negative fiscal condition and low enrollment. Based on the enrollment site visit, the District continues to have concerns regarding Charter School's student enrollment. Additionally, Charter School reported a negative net asset balance of ($109,908) as of June 30, 2021, based on its Unaudited Actuals submitted to the District.	Yes (temporarily)

Date	Type of Notice (NOC or NTC)	Issue/Topic	Resolved (Y/N)
6/25/2024	Notice of Concern	Charter School's deteriorating fiscal condition and low student enrollment issues.	No
3/31/2025	Notice to Cure	Charter School's deteriorating financial condition/negative unrestricted net assets; and low and continued declining student enrollment.	No
7/15/2025	Notice of Alleged Violations	Charter School's weak fiscal condition and low and declined student enrollment (recurring issues), ongoing financial sustainability concerns at the charter school.	No

Charter School's responses to the recent Notices issued in 2024 and 2025 do not appear to present a viable and realistic path to long-term fiscal solvency or enrollment growth/stability. The ongoing and unresolved nature of these issues/factors demonstrates that Charter School's financial plans and corrective actions have been unsuccessful, making it demonstrably unlikely to successfully implement its educational program during the proposed charter term.

d. Lack of Fiscal Management Capacity and Governing Board Oversight

Charter School has demonstrated both a lack of fiscal management capacity and inadequate financial oversight by its governing board. Charter School's Board is ultimately responsible to ensure that Charter School operates in a fiscally sound manner and maintains an appropriate fiscal management system. To date, Charter School has failed to implement effective financial oversight and/or take appropriate corrective actions in response to its ongoing fiscal and enrollment issues. This combination of weak fiscal management and insufficient governance oversight has significantly contributed to Charter School's financial distress, as reflected in its negative net assets, continued reliance on short-term borrowing, and unrealistic financial projections. Charter School's response to the Notice dated July 15, 2025, above did not include supporting evidence of review or approval by Charter School Board prior to submission, highlighting a lack of governance board oversight over significant fiscal concerns raised by the District. These ongoing deficiencies provide supporting evidence that Charter School has not taken appropriate corrective actions to address its financial issues and is demonstrably unlikely to successfully implement the educational program described in its renewal petition due to substantial fiscal factors.

The findings outlined above (subsections a, b, c, and d)—including Charter School's weak financial condition since inception, recurring negative fund balances over the past two school years, ongoing financial decline, historically low and declining student

enrollment, unreliable budget and cash flow projections, and weak fiscal management and insufficient board oversight over significant fiscal concerns raised by the District—present a serious financial risk. These factors suggest that the school faces a high risk of insolvency and may struggle to cover its day-to-day operational expenses due to the projected cash flow shortfall. District staff recommends that the LAUSD Board deny the Renewal Petition for Charter School. Staff's recommendation is based on supporting evidence that the corrective actions proposed by Charter School have been unsuccessful and the Petitioners are demonstrably unlikely to successfully implement the program set forth in the renewal petition due to substantial fiscal factors. These factors, which have been repeatedly raised and documented (including the Notice) throughout Charter School's current charter term via LAUSD's tiered oversight process, remain unresolved and significantly undermine Charter School's ability to sustain and deliver a stable and effective educational program.

B. <u>Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition (Ed. Code § 47605(c)(2)), as indicated by the following findings:</u>

In evaluating whether a petitioner is demonstrably unlikely to successfully implement[6] the program set forth in the renewal petition, the LAUSD Board assesses a variety of factors. (*See* LAUSD policy, pgs. 12-13.) Based on the grounds and analyses set forth below, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

a. Unreasonable Petition Budget and Cash Flow Projections

Petitioners have presented an unreasonable and unrealistic financial plan in support of Charter School's Renewal Petition application:

- The budget submitted with the renewal petition relies on overly optimistic enrollment assumptions and revenue projections that are not supported by Charter School's historical performance trends. Despite a consistent pattern of under-enrollment and a multi-year decline in student numbers (as described in the "Charter School's Historically Low and Declining Student Enrollment Trend" section above), Charter School projects a significant enrollment increase. Petitioners did not provide a comprehensive evidence-based plan detailing how Charter School intends to achieve the increased enrollment projections for the current year and the upcoming charter term, which directly drive the projected revenue increases. As a result, given Charter School's current negative financial condition—a fund balance of ($612,302) according to the 2024-2025 Unaudited Actuals report—it is unlikely that Charter School will meet its financial projections. This, in turn, jeopardizes its ability to meet its financial obligations, sustain operations, and successfully implement its educational program throughout the charter term.

[6] The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.

Charter School's five-year cash flow budget projections, submitted with the Renewal Petition, are based on the following projected student enrollment:

ENROLLMENT ROLLOUT PLAN

LbD will begin the school year in August 2025 with 175 students in TK-5th grades, adding approximately 21 - 26 students each year until reaching full capacity at 300 students in grades TK/K-5 by 2030-31. While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter;

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
TK	25	40	42	45	47	48
Kinder	25	26	50	45	47	48
Grade 1	25	26	26	50	47	48
Grade 2	25	26	26	27	52	50
Grade 3	25	26	26	27	27	52
Grade 4	25	26	26	27	27	27
Grade 5	25	26	26	27	27	27
Total	175	196	222	248	274	300

Charter School projects 175 students for Fiscal Year 2025-2026 in the budget submitted with its Renewal Petition, which represents a 65% increase in enrollment from the previous year (i.e., 106 per the Fiscal Year 2024-2025 Norm Enrollment data). For 2026-2027, Charter School projects 196 students, representing a 12% increase from the 2025-2026 projection. It is important to note that Charter School has experienced an accumulated enrollment decline of 25 students (19.1%) since Fiscal Year 2020-2021, based on the past five years of Norm Enrollment data. Over the past three years, Charter School's actual enrollment has averaged 107 students. Its enrollment projections appear unrealistic, raising concerns that the budget for the renewal charter term may likely be unrealistic and unreasonable.

The Pupil Estimates for New or Significantly Expanding Charter Schools ("PENSEC") report submitted to the District on July 14, 2025, projects a student enrollment of 175, including the reasoning as: "A local charter school closed as of June 30, 2025. They had 300 students enrolled and 30% of those displaced students have already enrolled into Learning by Design Charter School." Based on District staff's student count at the school site on August 28, 2025, 165 students were present, and Charter School reported 17 students absent. While the current enrollment for Fiscal Year 2025-2026 (final year of the current term) is relatively closer to Charter School's projection, which increases from 175 to 300 students for Fiscal Year 2025-2026 through 2030-2031—an increase of over 71% in the five-year renewal charter term—appear overly optimistic and unrealistic, given the historical enrollment trends of both Charter School and the District. Though Charter School's enrollment showed

an increase in Fiscal Year 2025-2026, past trends suggest that Charter School may struggle to sustain or further increase enrollment in the renewal charter term. This raises concerns that the budget submitted for the renewal charter term may likewise be unrealistic and unreasonable.

- The comparison between Charter School's 2025-2026 Preliminary Budget, submitted to the District in June 2025, and the 2025-2026 budget submitted with the renewal petition in July 2025, shows significant variances—including a 23% increase in total revenue and a 191% increase in net income in the budget submitted with the renewal petition. Given the short timeline between these two submissions, these discrepancies raise serious concerns about the reasonableness and credibility of the submitted budget, particularly with respect to Charter School's solvency.

- Based on staff's review, the renewal petition projects a beginning cash balance of $605,298 for Fiscal Year 2025-2026, which is based on the Charter School's May 2025 monthly cash flow report. This projection is based on substantial revenue for June 2025 and appears unrealistic and unreasonable, especially given Charter School's history of overestimating June revenues compared with actual amounts received in prior years. As evidenced by Charter School's Fiscal Year 2024-2025 Unaudited Actuals, submitted in August 2025, the reported cash balance of $30,824 as of June 30, 2025, presents a significant variance from the $605,298 cash balance reported to the District in July 2025, as noted above.

- Additionally, the submitted Renewal Petition budget and cash flow projections contain apparent errors or inconsistencies. The District's review of the cash flow projections identified a discrepancy in the projections for Fiscal Years 2029–2030 and 2030–2031. Specifically, the beginning cash balance for Fiscal Year 2029–2030 does not align with the ending cash balance projected for Fiscal Year 2028–2029. These inconsistencies significantly affect the projected cash balances in the subsequent years and raises concerns about the overall reliability of the cash flow projections. As a result, the submitted budget and cash flow projections appear inaccurate and fiscally unreliable.

- Based on staff's review, the cash flow projections submitted with the renewal petition does not account for any financing activity related to Charter School's line of credit, which carried an outstanding balance of $410,000 as of May 31, 2025. According to Charter School's May 2025 monthly financial report, a partial repayment of $290,000 was projected to be made in June 2025. However, this payment is not reflected in the budget or cash flow projections submitted with the renewal petition, and it remains unclear whether the payment was made, as well as the current status or remaining balance of the line of credit.

Therefore, as established above, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

C. The Renewal Petition does not contain reasonably comprehensive descriptions of all required elements. (Ed. Code, § 47605 (c)(5).) (Criterion 1)

A renewal petition must contain a reasonably comprehensive description of each of the 15 elements required by Education Code section 47605(c)(5). Reasonably comprehensive descriptions are expected to be substantive, address all aspects of the elements, and be specific to the renewal petition being proposed. The Renewal Petition does not contain reasonably comprehensive descriptions in compliance with the law, as discussed in greater detail below. (*See* Exhibit 1, Learning by Design Charter Renewal Petition)

a. Educational Program (Element 1)

The Renewal Petition fails to describe how Charter School's educational program will fully support the needs of its students. More specifically, the Local Control Funding Formula (LCFF) tables do not contain descriptions of all the State's Priorities. The narrative does not contain the required allocation for Designated English Language Development time for English Learners.

b. Description of the Charter School's Governance Structure (Element 4)

The Renewal Petition does not provide an adequate description of the governance structure including what constitutes a quorum for governing board action.

c. Description of the Charter School's Admission Policies and Procedures (Element 8)

The Renewal Petition does not adequately identify and explain Charter School's lottery preferences and procedures and fails to include any supporting rationale, methods of communication, open enrollment periods, and priority criteria.

d. Description of the Charter School's Student Suspension and Expulsion Procedures (Element 10)

The Renewal Petition fails to address due process for suspensions and expulsions, tiered behavior intervention, Restorative Justice Practices, and alternatives to suspensions.

D. Learning by Design Charter failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code § 47607.2(b).) (Criterion 2)

Charter School has been identified by the California Department of Education (CDE) as a Middle performing charter school.[7] While giving greater weight to Charter School's performance on the measurements of academic performance, the District staff finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School, and that closure of Charter School is in the best interest of pupils.

[7] The list of charter schools and their respective performance categories, as determined by the criteria outlined in AB 1505, published by CDE's Charter Schools Division is available at https://www.cde.ca.gov/sp/ch/csperformcategory.asp.

1. Academic Performance Analysis

a. California School Dashboard English Language Arts Indicator

In 2022 and 2023 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for all 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 numerically significant student groups. Overall, the charter school performed lower than the state in ELA. (*See* Exhibit 3, Learning by Design ELA California Dashboard Data Set).

Learning by Design 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	**Not Met**	**Very Low**	**-89.4**	**Low**	**-12.2**	**Lower**
Black or African American	Not Met	Very Low	-102.6	Low	-57.7	Lower
Socioeconomically Disadvantaged	Not Met	Very Low	-99.3	Low	-41.4	Lower

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

Learning by Design 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**	**Yellow**	**-67.4**	**24.3**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Orange	-70.1	37.1	Orange	-59.6	Lower
Socioeconomically Disadvantaged	Met	Orange	-77.6	25.3	Orange	-42.6	Lower

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

Learning by Design 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**	**Yellow**	**-11.9**	**55.5**	**Orange**	**-13.2**	**Higher**
Socioeconomically Disadvantaged	Met	Yellow	-18.7	59.0	Orange	-40.9	Higher

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

2. Charter School's Verified Data Does Not Provide Clear and Convincing Evidence of Measurable Increases in Academic Achievement.

In addition to considering the schoolwide performance and performance of numerically significant student groups of pupils served by Charter School on both the state and local indicators on the California School Dashboard, and providing greater weight to the performance on measurements of academic performance on the Dashboard as part of the renewal consideration, the District must

also consider clear and convincing evidence, *demonstrated by verified data*, showing that Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading, Language Usage (2022-2023), and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education 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. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of "growth events[8]" on the reports. In 2024-2025 Charter School had a norm enrollment of 106 students and the NWEA Reading report indicates that the school had 65 growth events (61.3%) In 2023-2024 and 2022-2023, the participation rates were approximately, 65.2% and 70.5%, respectively. Thus, the assessment data for all three years does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

English Language Arts
Reading
Charter School provided data for 2022-2023, 2023-2024 and 2024-2025 (Fall to Spring administration) for Grade Levels Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5. Charter School did **not** provide student group reports for consideration as verified data. (*See* Exhibit 4, Learning by Design Charter NWEA Reading Verified Data)

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 1 and Grade 2 Met one year's progress.

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Kindergarten	*	-0.2 to 0.2	*	*
Grade 1	14	-0.2 to 0.2	0.41	Met
Grade 2	13	-0.2 to 0.2	0.94	Met
Grade 3	14	-0.2 to 0.2	-0.33	Not Met

[8] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Grade 4	*	-0.2 to 0.2	*	*
Grade 5	*	-0.2 to 0.2	*	*

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

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA's CGI range of -0.2 to 0.2, Charter School Met the one year's progress for a majority of grade levels.

English Language Arts
Language Usage
Charter School provided data for Language Usage from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023 (Fall to Spring administration) for Grades Grade 2, Grade 3, Grade 4 and Grade 5. Based on NWEA's CGI range of -0.2 to 0.2, Charter School did not meet the one year's progress for a majority of grade levels, and the participation rate was approximately 51.4%, which is significantly less than at least 95% of eligible students. Charter School did **not** provide student group reports for consideration as verified data. (*See* Exhibit 5, Learning by Design Charter NWEA Language Usage Verified Data)

3. Closure of Charter School is in the best interest of pupils.

The District weighed various factors in determining whether closure of Charter School is in the best interests of students. Following consideration of Charter School's schoolwide performance and performance of its numerically significant student groups on the Dashboard, while providing greater weight to performance on measurements of academic performance, and considered the lack of clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, especially in ELA, defined as one year's progress for each year of the school, the District conducted a further analysis and has also considered the performance of Resident Schools where students may otherwise attend, and determined that non-renewal and closure of Charter School is in the best interest of its students.

The District's consideration included a comparison to Resident Schools' performance on the measurements of academic performance, including California School Dashboard data and California Assessment of Student Performance and Progress (CAASPP). Based on the charter school's performance on California School Dashboard in ELA and the submitted verified data by the charter school, Staff conducted a further analysis of ELA in comparison to the Resident Schools Median (RSM).[9] (*See* Exhibit 6, Learning by Design Charter 3 year RSM Data Set).

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

a. Resident School Medians CA School Dashboard Indicator Student Group Comparison Analysis

English Language Arts RSM

As reflected in the tables below, in 2022 and 2023, Learning by Design Charter was lower than the RSM for All Students, and for a majority of numerically significant student groups. In 2024, Learning by Design Charter was higher than the RSM for All Students and for it's one numerically significant student group.

Learning by Design Charter 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**48**	**Very Low**	**-89.4**	**430**	**Low**	**-55.9**	**Lower**
Black or African American	36	Very Low	-102.6	124	Low	-76.7	Lower
Socioeconomically Disadvantaged	46	Very Low	-99.3	407	Low	-57.2	Lower

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

Learning by Design Charter 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**51**	**Yellow**	**-67.4**	**430**	**Orange**	**-54.4**	**Lower**
Black or African American	34	Orange	-70.1	134	Orange	-83.2	Higher
Socioeconomically Disadvantaged	45	Orange	-77.6	405	Orange	-55.4	Lower

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

Learning by Design Charter 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**54**	**Yellow**	**-11.9**	**454**	**Yellow**	**-48.1**	**Higher**
Socioeconomically Disadvantaged	45	Yellow	-18.7	425	Yellow	-49.7	Higher

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

b. California School Dashboard Chronic Absenteeism Indicator

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

significant student groups. Of particular concern is that the data in 2024 demonstrates increases for All Students and all numerically significant students groups. Furthermore, All Students increased from 1.6% in 2022 to 57.4% in 2024. The percentage of chronically absent students by student group is also concerning, ranging from 52.3% to 74.1%. For the last two years, the number of students who were absent 10% or more of the school year at Learning by Design was substantial.

Chronic Absenteeism - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	124	1.6%	Very Low	30.0%	Lower	126	44.4%	42.8	Increased	Red	24.3%	Higher	129	57.4%	12.9	Increased	Red	18.6%	Higher
African American/Black	75	2.7%	Low	42.9%	Lower	81	42.0%	39.3	Increased	Red	36.4%	Higher	66	52.3%	10.3	Increased	Red	31.3%	Higher
English Learner	15	0.0%	Very Low	33.6%	–	18	66.7%	66.7	Increased	–	26.3%	–	27	74.1%	7.4	Increased	–	20.1%	–
Latino	36	0.0%	Very Low	36.8%	Lower	43	48.8%	48.8	Increased	Red	28.4%	Higher	61	63.9%	15.1	Increased	Red	21.7%	Higher
Socioeconomically Disadvantaged	105	1.9%	Very Low	37.4%	Lower	108	46.3%	44.4	Increased	Red	29.9%	Higher	103	62.1%	15.8	Increased	Red	23.4%	Higher
Students with Disabilities	8	*	*	39.6%	*	7	*	*	*	*	33.1%	*	13	61.5%	--	--	--	26.3%	–
Two or More	12	0.0%	Very Low	25.1%	–	1	*	*	*	*	21.6%	*	2	*	*	*	*	16.2%	*

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

c. CAASPP Standard Met or Exceeded Analysis

English Language Arts RSM

The review of the CAASPP Standard Met or Exceeded data for RSM indicates that Learning by Design Charter performed lower than the RSM in 2022 and 2023, and higher in 2024.

Learning by Design Charter English Language Arts/Literacy									
Grade	2021-2022 Charter Standard Exceeded and Standard Met %	2021-2022 Resident Schools Median Standard Exceeded and Standard Met %	2021-2022 Charter to Resident Comparison	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison
3	14.3	23.9	Lower	21.7	23.5	Lower	56.2	31.2	Higher
4	23.1	27.1	Lower	0.0	23.5	Lower	31.0	18.2	Higher
5	9.1	26.2	Lower	46.7	28.6	Higher	47.4	29.5	Higher

IV. RECOMMENDATION

Based on the foregoing, District staff recommends that the LAUSD Board deny Chater School's Renewal Petition. The recommendation for denial is based on findings that Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to substantial fiscal factors; and the petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition; and Charter School does not meet the criteria for renewal as a Middle performing charter school based on failure to meet or make sufficient progress towards meeting standards that provide a benefit to pupils of Charter

School. Additionally, the recommendation for denial is based on District staff findings that the Renewal Petition does not contain reasonably comprehensive descriptions of all fifteen required elements.

In order to deny the Renewal Petition on the grounds set forth above, the LAUSD Board must make written findings setting forth specific facts to support the denial of the renewal petition. (Ed. Code § 47605(c); Ed. Code, § 47607(e); Ed. Code, §47607.2(b)(6).) Should the LAUSD Board decide to deny renewal of the Charter School's charter, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for Learning by Design Charter* as the Board's written findings of fact in support of the denial.

Exhibits available for perusal at the following link:
https://drive.google.com/drive/folders/1Az2JXVix7y13CliHJn0Rjb2OZXbDqK0W?usp=sharing

EXHIBIT 1

LEARNING BY DESIGN

Learning by Design Charter School
Charter Renewal Petition

Submitted to

Los Angeles Unified School District
Board of Education

July 18, 2025

Renewal for Five-Year Term
July 1, 2026 – June 30, 2031

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Learning by Design Charter School (also referred to herein as "LbD", "District Affiliated Charter School" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 - The Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(c)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(c)(5)(A)(iii).)**

GENERAL INFORMATION

GENERAL INFORMATION	
The contact person for Charter School is:	Charla N. Austin-Harris Executive Director
The contact address for Charter School is:	7019 S. Van Ness Ave. Los Angeles, CA 90047
The contact phone number for Charter School is:	323-903-5712
The current address of the Charter School is:	7019 S. Van Ness Ave. Los Angeles, CA 90047
This location is in LAUSD Board District:	1
This location is in LAUSD Local District:	West
The grade configuration of Charter School is:	TK/K-5
The number of students in the first year will be:	175
The grade level(s) are:	TK/K-5
The total enrollment capacity is:	300
The type of instructional calendar is:	Traditional
The regular bell schedule for Charter School is:	8:00 - 3:00 (M, T, Th, F) 8:00 - 1:15 (W)
The term of this charter shall be from:	July 1, 2026 – June 30, 2031

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

Mathematics Placement Act

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

WASC Accreditation

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement required District policies and procedures related to staff professional development.

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *Master Plan for English Learners and Standard English Learners*

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated

Charter School will be denied enrollment, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review ("DVR").

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e., school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) meetings to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.
Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Inclusion

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

h. Student Discipline

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the

IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP as set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.
In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies,

and procedures to the same extent as they are provided to other schools within the District.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

SELF REFLECTION FOR LEARNING BY DESIGN CHARTER SCHOOL

Learning by Design (LbD) has had an overall successful journey for the past 7 years as indicated in each annual Oversight Audit Report which shows consistent growth and improvement and stability. As well, LbD has responded to feedback from CSD cooperatively and has made adjustments as needed to systems and programs knowing this feedback would ultimately result in the improvement and success of overall school functions and systems.

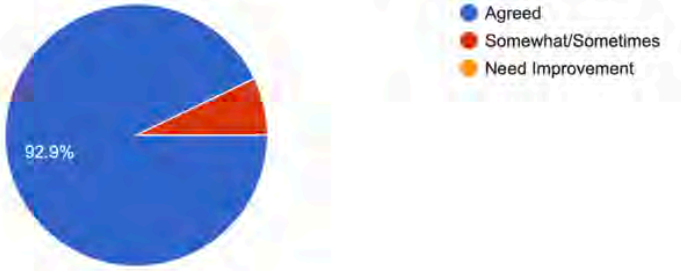
Oversight Scores

	Student Achievement	Board Governance	Organizational Management	Fiscal Operations
2018-2019	No Rating	2	1	1
2019-2020	2	2	3	1
2020-2021	No Rating	3	3	1
2021-2022	No Rating	2	3	2
2022-2023	2	3	3	2
2023-2024	2	3	3	2
2024-2025	3	2	3	*1

* Area of challenge and plan for growth and improvement

LbD has successfully and with fidelity implemented all components of its Progressive and Innovative Educational Model resulting in marked improvement in student achievement, overall family and student satisfaction, improved socio-emotional awareness and mental health of students as they consistently demonstrate their ability to access and utilize mindful problem solving skills and appropriate socio-emotional skills each day.

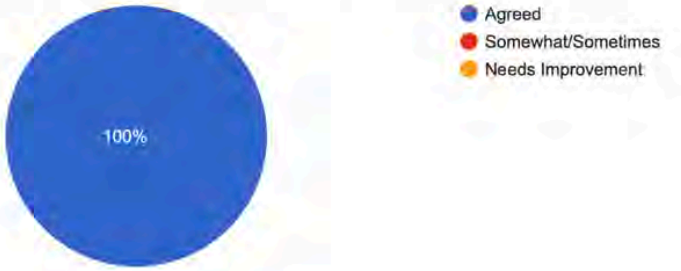
Personalized Learning Program: Learning by Design meets each student where they are and creates a plan to support both their personal growth and ac...with parents, Adaptive Online Learning solutions).



Project-Based Learning: Learning by Design provides hands-on and authentic learning opportunities for all students in varieties of ways. (i.e. Music, D... Enrichment and Clubs, Garden, Innovation, Theater).

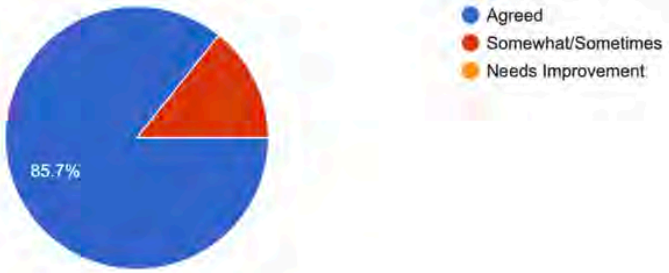


Restorative Practices: Learning by Design offers a nurturing, safe, and restorative learning environment inclusive of conflict resolution and pr...nces, Conferencing and Partnerships with parents).

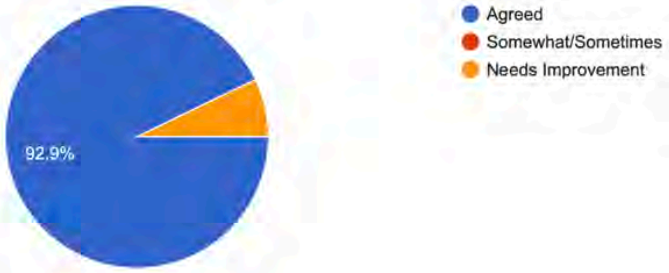


Parent and Stakeholder Feedback

School-wide Communication: Learning by Design provides information and school updates and also responds to inquiries and concerns in a timely and c...alls, responds to emails, flyers and letters home).



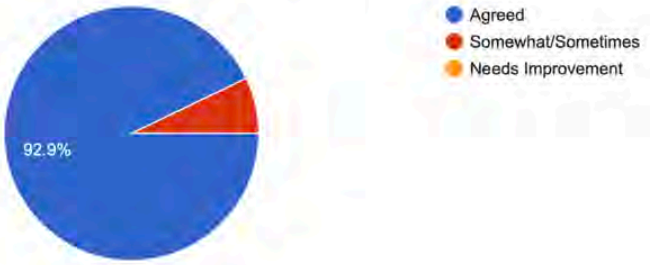
Technology: Learning by Design provides adequate access to technology for both instructional and enrichment purposes. (i.e. Chromebook, Promethean Boards, Internet).



Curriculum and Instruction: Learning by Design offers a standards-based curriculum that is accessible to all students and that supports stude...eading, Math, Science, Social Studies, Enrichment)



Intervention and Support: Learning by Design offers intervention support to students as needed and on a regular and consistent basis. (i.e. Tutoring, I...al Support in the classrooms, Foster Grandparents.)



Parent/Community Engagement: Learning by Design provides opportunities for parents and the community to engage in activities, events and decis...s, fundraising, attending events and celebrations).



Socio-Emotional and Mental Health Support: Learning by Design provides opportunities for students and families to receive counseling and en... Mental Health services, workshops and trainings).



Below you will find evidence and data demonstrating the growth and improvement Learning by Design has experience in student achievement particularly over the past 2 years.

Academic Performance Data and Other Absolute and Comparative Performance Indicators
As noted in the Ed Code, "The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Cal. Ed. Code § 47607(b)(4)(B)).

Academic Data:
Learning by Design Charter School is Middle Performing:

CAASPP 2023-24: English Language Arts (ELA)
In ELA, the report indicates that the school "Increased" 55.5 points for All Students group and shows -11.9 points below standard. The report shows the state "Maintained" at 0.4 points and shows 13.2 points below standard. According to the report, the school has one (1) numerically significant student group; Socioeconomically Disadvantaged. In ELA, the Socioeconomically Disadvantaged student group "Increased" +59 points.

ELA	2022 Average DFS	2023 Average DFS	2024 Average DFS
LbD All Student Groups:	**-89.4**	**-67.4** (+24.3 Increase)	**-11.9** (+55.5 Increase)
LbD Socio-Disadvantaged:	**-99.3**	**-77.6** (+25.3 Increase)	**-18.6** (+59 Increase)
STATE All Students	-12.2	-13.6 (-1.4 Decrease)	-13.2 (+0.4 Increase)

LbD "All Student Groups" performed **Higher** than the State. We attribute this to our progressive project-based educational model, rigorous instructional practices and comprehensive test preparation plan.

CAASPP 2023-24: Math
In Math, the report indicates that the school "Increased" 60.1 points for All Students group and shows 1.9 points below standard. The report shows the state "Maintained" at 1.5 points and shows 47.6 points below standard. In Math, one (1) out of one (1) numerically significant student groups; Socioeconomically Disadvantaged student group "Increased" 56 points.

Math	2022 Average DFS	2023 Average DFS	2024 Average DFS
LbD All Student Groups:	**-130.8**	**-62.1** (+75.1 Increase)	**-1.9** (+60.1 Increase)
LbD Socio-Disadvantaged:	**-135.0**	**-66.8** (+74.9 Increase)	**-10.8** (+56 Increase)
STATE All Students	-51.7	-49.1 (+2.6 Decrease)	-47.6 (+1.5 Increase)

NWEA 2023-24 Results:

In Language Arts: Reading for Fall 2023 - Spring 2024, Grades 1st -5th students with growth projections met or exceeded their Growth Projections meaning they achieved 1-years growth. More specifically, 22% of Kinder students met/exceeded, 56% of 1st grade students 56% of 2nd grade students met/exceeded, 85% of 3rd grade students met/exceeded, 45% of 4th grade students met/exceeded, and 77% of 5th grade students met/exceeded their Growth Projections. Overall, over 56% of all students met/exceeded their Growth Projections meaning 56% of students showed 1-year or more growth in Language Arts:Reading. This shows that we are trending in the right direction with the efforts being made to improve student achievement. We will continue with plans and strategies as stated in the "Strategic AcademicPlan for Increasing Test Scores."

In Math for Fall 2023 - Spring 2024, Grades 2nd -5th students with Growth Projections met or exceeded their Growth Projections meaning they achieved 1-years growth. More specifically, 55% of Kinder students met/exceeded, 33% of 1st grade students 78% of 2nd grade students met/exceeded, 92% of 3rd grade students met/exceeded, 70% of 4th grade students met/exceeded, and 75% of 5th grade students met/exceeded their Growth Projections. Overall, over 67% of all students met/exceeded their Growth Projections meaning 67% of students showed 1-year or more growth in Math. This shows that we are trending in the right direction with the efforts being made to improve student achievement. We will continue with plans and strategies as stated in the "Strategic Academic Plan for Increasing Test Scores."

Success of Key and Innovative Features:

- *Garden* - Functional, sustainable, edible and flourishing school community garden where all students and families come to participate in the planing, pruning and harvesting of fruits and vegetables. These foods are used to in Culinary Arts classes where students prepare meals for family and friends for special events.
- *MakerSpace/ Innovation Lab* - where students partake in Robotics, Engineering, Coding, 3D printing, circuitry. Our students are participating in annual local Robotics competitions now and just recently placed 4th in a city wide competition.
- *School-wide Projects* - LbD students are showing their concern and expressing their ability to problem solve by engaging in this year's school wide project which was to reimagine how you would redesign LA City to be fire resistant or provide safe spaces and escape routes for families if fires were to ever happen again. This resulted in a full panoramic display of fire resistant

homes and buildings, support buses and safe havens for animals. Students integrated design, engineering, circuitry and coding into the projects that were on display art our annual Spring Student Exhibition.

- *Speaking/Presentations* - This year, 5th grade students narrated their own graduation ceremony with speeches, presentations, writings and photo journals of their school experience on display at the graduation. The graduation was a fully immersive experience for the students and their families as they were able to see, read, and hear the students share their graduation dreams and aspirations.
- *Music/Choir* - Students played keyboards and violins and sang as a collective for the Spring Student Exhibition showcasing their musical talent developed over the school year.
- *Enrichment* - All Students have access to to Music, Innovation Lab, Garden, Athletics/Sports, Mindfulness, Gymnastics, Chess providing a well-rounded and comprehensive learning experience for every child.

Success of the charter school's educational program in meeting the specific needs of its student population, including but not limited to students in numerically significant student groups:

- The culture of the school is collaborative, supportive, and collegial among all stakeholders. Everyone talks of "Family" and relationships and community. Decisions are made with input from all stakeholders. "Voice and Choice" atmosphere.
- The student-centered Constructivist philosophy supports the school's SLO's, Vision, and Mission statements. Students are happy.
- Co-and extra-curricular activities give students unique learning opportunities.
- Support for professional development and acquisition of educational materials is designed to enhance student learning. Opportunities for personal growth and advancement at all levels.
- Teachers are highly qualified and trained in the most recent educational research and instructional practices. They share professional development training and support each other to enhance student learning.
- LbD utilizes data tools giving teachers accurate and consistent information on how students are progression, what their academic needs are, and how to move them forward toward proficiency.
- Targeted intervention support is provided daily via the Interventionists
- Kumon partnership supports students achievement by adding additional supports 2x's per week.

Challenges:

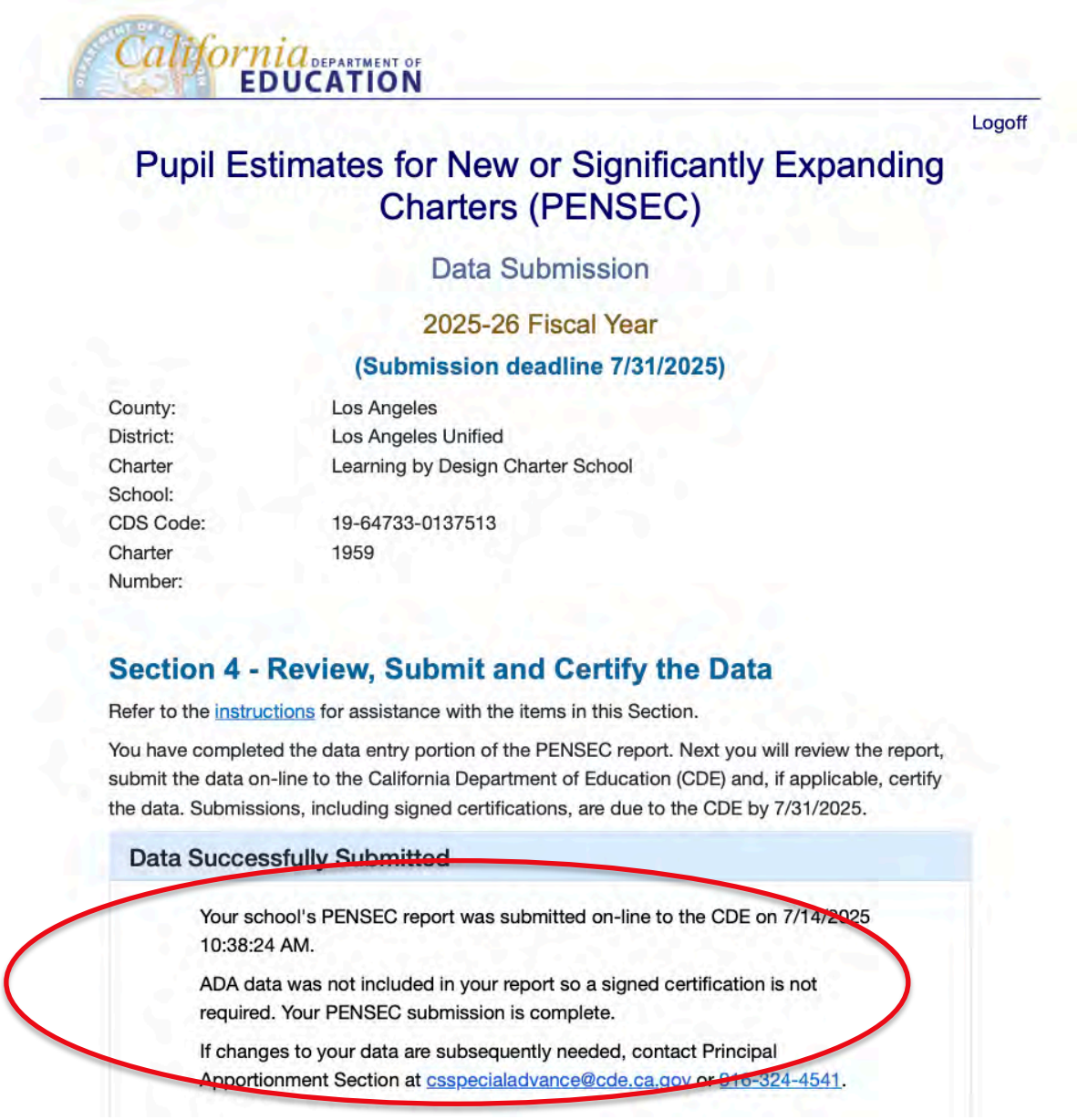
As noted above, Learning by Design has shown a steady trajectory towards growth and improvement overall. This, however, has not been without some setbacks as noted in the Oversight scores in Governance and Fiscal Management. While our Board of Directors remain actively engaged, supportive of our school, and responsive to the feedback from CSD, holding fiduciary responsibility, the fiscal condition automatically impacts Governance. However, their engagement, support and responsiveness have never compromised. Their Oversight "score" for 2024-25 is a byproduct of the School's Fiscal condition.

- *School Fiscal Condition*
    - There have been no findings of wrongdoing, mismanagement, or

misappropriation of funds in any audits Learning by Design has completed.

- As a small school, enrollment has been a challenge particularly in a climate when most schools in the area are experiencing declining enrollment. This challenge is not unique to Learning by Design. However, in 2023 and 2024, Learning by Design experienced several unfortunate circumstances that put additional financial burden on the school's finances:
    - SB740 was not awarded to Learning by Design in 2023 due to no fault of the school's. This had a significant impact on the school's revenue and cashflow.
    - In addition, LbD enrolled several students with extensive Special Needs. As required to do so, Learning by Design serviced the students while working with LAUSD, assessors, specialists, SPED service providers, DCFS, therapists, and attorneys to figure out to how find the appropriate placement for these students. While the goals of finding an appropriate placement was eventually met, this was after a year of trying while providing the services the students needed and paying for extensive legal fees. This ultimately cost the school over $400,000 obviously having tremendous negative impacts on the schools fiscal condition.
    - Attendance is also a common struggle for many schools. Inconsistent student attendance also cost the school in revenue.
    - These 3 unfortunate circumstances left LbD in a deficit of over -$400,000.
- HOW IS LBD ADDRESSING THIS AND IMPROVING ?
    - LbD learned of the County's initiative to utilize Independent Study to help with capturing ADA. LbD opted to use this option and saw a marked increase in ADA for this school year.
    - LbD also learned of the SE25 form that can be used if/when students have extensive Special Needs that the school may not be able to accommodate. If ever the school enrolls students of such significant need, we can consider the SE25 form to help expedite the process for helping with the students placement in a more appropriate setting that can adequately support their needs.
    - We are also aware of the new option to utilize Saturday School to help capture ADA. We are planning to exercising this option along with Independent Study for 2025-26 to capture more ADA for students that struggle to attend school regularly.
    - At this time, LbD has 175 students enrolled for the 2025-26 school year. This enrollment number will significantly improve the schools fiscal position. A **PENSEC** application has already been submitted for this enrollment and we anticipate receiving the

advancement for this enrollment.



California DEPARTMENT OF EDUCATION

Logoff

Pupil Estimates for New or Significantly Expanding Charters (PENSEC)

Data Submission

2025-26 Fiscal Year

(Submission deadline 7/31/2025)

County:	Los Angeles
District:	Los Angeles Unified
Charter School:	Learning by Design Charter School
CDS Code:	19-64733-0137513
Charter Number:	1959

Section 4 - Review, Submit and Certify the Data

Refer to the instructions for assistance with the items in this Section.

You have completed the data entry portion of the PENSEC report. Next you will review the report, submit the data on-line to the California Department of Education (CDE) and, if applicable, certify the data. Submissions, including signed certifications, are due to the CDE by 7/31/2025.

Data Successfully Submitted

Your school's PENSEC report was submitted on-line to the CDE on 7/14/2025 10:38:24 AM.

ADA data was not included in your report so a signed certification is not required. Your PENSEC submission is complete.

If changes to your data are subsequently needed, contact Principal Apportionment Section at csspecialadvance@cde.ca.gov or 916-324-4541.

WASC

While not required for elementary schools, LbD also will strive to achieved accreditation from the Western Association of Schools and Colleges (WASC) in 2026 school year as additional certification of the school's authenticity and satisfactory function.

ENROLLMENT ROLLOUT PLAN

LbD will begin the school year in August 2025 with 175 students in TK-5th grades, adding approximately 21 - 26 students each year until reaching full capacity at 300 students in grades TK/K-5 by 2030-31. While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter:

TK	25	40	42	45	47	48
Kinder	25	26	50	45	47	48
Grade 1	25	26	26	50	47	48
Grade 2	25	26	26	27	52	50
Grade 3	25	26	26	27	27	52
Grade 4	25	26	26	27	27	27
Grade 5	25	26	26	27	27	27
Total	**175**	**196**	**222**	**248**	**274**	**300**

GOALS AND PHILOSOPHY

MISSION AND VISION

MISSION

Learning by Design is designed to foster educational equity and cultivate diverse students becoming thoughtful and courageous change makers and problem solvers of tomorrow, through a dynamic 21st Century learning experience with an emphasis on personalized and experiential/hands-on learning.

VISION

LbD envisions establishing a "school of the future" where innovative and authentic learning opportunities are the norm, not the exception. We envision a school that dramatically shifts the old paradigm of school created more than 100 years ago during the industrial revolution and instead embraces Re-imagining, Re- thinking, and Re- designing school to meet the needs of today's children and the world's rapidly changing global and tech-based economy.

AN EDUCATED PERSON IN THE 21st CENTURY

In prior years, a successful student or "educated person" had been considered one that achieved "high marks" on assignments and standardized tests and behaved in accordance to classroom and/or school wide rules. Our educational system, designed during the Industrial Age, has not

evolved on pace with changes in the workplace. Today, simply producing a student that follows directions well is far from sufficient.

It is now well-settled that the "Information Age" and now the "Knowledge Age" have dramatically impacted our world – the ways in which people communicate, access and distribute information, process and analyze data, create and express ideas and so much more have been changed forever. Rote knowledge and even complex calculations can be accessed in a matter of seconds on a handheld device. Yet the "democratization of technology" – with iPhones already 10 years old – has led to far more discussion than actual change in the ways in which we educate children and prepare them for this new world. In an ever-increasingly "flat" world, students must also be able to understand, appreciate, and effectively communicate with other cultures and societies; recognize how the decisions and practices of one group can affect the conditions of another; and comprehend how the actions of all of humanity affect the well-being of the planet that we inhabit. An education that equips students for the 21st century must foster traits such as creativity, curiosity, a thirst for learning, discernment, and interdisciplinary thinking.[5]

Dr. Tony Wagner, the acclaimed "Expert In Residence" at Harvard University's new Innovation Lab and a Senior Research Fellow at the Learning Policy Institute, founded by Linda Darling-Hammond in 2015, has defined a list of seven characteristics students need in the new global economy in order to build successful careers and be "good citizens," based on conversations with "several hundred business, nonprofit, philanthropic, and education leaders" and observations of successful classrooms. The seven "survival skills" students need to master for this new world of work are:

1. **Critical Thinking and Problem Solving**
   To compete in the new global economy, companies need their workers to think about how to continuously improve their products, processes, or services. . . . [T]he heart of critical thinking and problem solving is the ability to ask the right questions. . . . "Yesterday's answers won't solve today's problems." . . . "The challenge is this: How do you do things that haven't been done before, where you have to rethink or think anew? It's not incremental improvement any more. The markets are changing too fast."

2. **Collaboration and Leadership**
   Teamwork is no longer just about working with others in your building, [with "virtual teams" across the nation or globe.] . . . "Kids just out of school have an amazing lack of preparedness in general leadership skills and collaborative skills," he explained. "They lack the ability to influence."

3. **Agility and Adaptability**
   [A worker today] "has to think, be flexible, change, and use a variety of tools to solve new problems. We change what we do all the time. I can guarantee the job I hire someone to do will change or may not exist in the future, so this is why adaptability

and learning skills are more important than technical skills."

4. **Initiative and Entrepreneurialism**

"I say to my employees, if you try five things and get all five of them right, you may be failing. If you try 10 things, and get eight of them right, you're a hero. You'll never be blamed for failing to reach a stretch goal, but you will be blamed for not trying. One of the problems of a large company is risk aversion. Our challenge is how to create an entrepreneurial culture in a larger organization.

5. **Effective Oral and Written Communication**

"We are routinely surprised at the difficulty some young people have in communicating: verbal skills, written skills, presentation skills. They have difficulty being clear and concise; it's hard for them to create focus, energy, and passion around the points they want to make. If you're talking to an exec, the first thing you'll get asked if you haven't made it perfectly clear in the first 60 seconds of your presentation is, 'What do you want me to take away from this meeting?' They don't know how to answer that question."

6. **Accessing and Analyzing Information**

Employees in the 21st century have to manage an astronomical amount of information daily. . . . "There is so much information available that it is almost too much, and if people aren't prepared to process the information effectively it almost freezes them in their steps." It's not only the sheer quantity of information that represents a challenge, but also how rapidly the information is changing. Quick—how many planets are there? . . . .

7. **Curiosity and Imagination**

"People who've learned to ask great questions and have learned to be inquisitive are the ones who move the fastest in our environment because they solve the biggest problems in ways that have the most impact on innovation." Daniel Pink, the author of *A Whole New Mind*, observes that with increasing abundance, people want unique products and services: "For businesses it's no longer enough to create a product that's reasonably priced and adequately functional. It must also be beautiful, unique, and meaningful." Pink notes that developing young people's capacities for imagination, creativity, and empathy will be increasingly important for maintaining the United States' competitive advantage in the future.[6]

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5. Thomas L. Friedman, The World is Flat, 2005.

6 *Wagner, T., Even Our "Best" Schools Are Failing To Prepare Students For 21st-Century Careers And Citizenship.* first published in *Educational Leadership,* October 2008 (citing Pink,

D. (2005). *A Whole New Mind: Moving From The Information Age To The Conceptual Age*. New York: Riverhead Books, pp. 32-33.)

We believe in this expanded definition of student success in the 21st Century that goes beyond performance on standardized tests to include a student's ability to articulate, construct, reason, design, debate, revise, express, critique, analyze, and prove his/her ideas and perspectives. Each of these behaviors demonstrates higher levels of thinking and deeper levels of understanding that are not necessarily be captured on a standardized test, even under the new California Common Core standards (CCSS) and Next Generation Science Standards (NGSS). LbD's definition of an educated person in the 21st century is reflected in our core values:

- ***Integrity*** - All the work we engage in moves us toward our goals without compromise. We work with clarity, transparency and honesty at all times.
- ***Commitment*** - We have an unwavering dedication and sense of responsibility to successfully achieving our goals.
- ***Community and Connectedness*** - We believe that we are our brother's keeper. Therefore, we can only effectively achieve our goals if we not only embrace the work, but also embrace the community for whom and with whom we are working.
- ***Disruption, Unconventionality and Creativity*** - We are willing to consistently challenge the status quo, step out of our comfort zone and step into the unknown – including risking failure -- to discover, improve, invent and create.
- ***Growth Mindset*** - We are constantly striving to grow, learn and improve by consistently holding ourselves accountable for the work that we do and the quality and impact of our efforts.

HOW LEARNING BEST OCCURS

LbD's progressive model of learning simultaneously is innovative and based on some of the most proven and successful strategies and methodologies in education. In order to ensure all of our students -- from diverse cultural and socio-economic backgrounds, but also diverse in their ways of learning and individual needs – master state content standards and our goals for an educated person in the 21st century, LbD's founder and faculty will rely on the thinking of experts such John Dewey, Jean Piaget, Lev Vygotsky, Tony Wager, Seymour Papert, Linda Darling-Hammond, and more. As John Dewey said nearly 100 years ago: "Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally."[7] At LbD, with a largely underserved population, meeting each child's needs through a personalized approach ensures that we are doing just as Dewey has suggested. Personalized learning overlaps with a number of long-established instructional philosophies, frameworks and practices.

We believe that learning should not entail a teacher delivering knowledge onto a student, but rather that people should work *with* one another in **constructing** (building upon and deepening)

knowledge.[8] Authentic mastery of state content standards best occurs when students are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to construct their own meaning. When children actively challenge their existing beliefs, theories and perceptions, make mistakes, try again, and are engaged through conversation, hands-on activities, or experiences, meaningful learning occurs. "[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition."[9]

We believe learning can best occur when teachers scaffold and support individual students through customized instruction to foster their individual growth. As Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student's zone of proximal development is "problem-solving under adult guidance or in collaboration with more capable peers." Vygotsky's zone of proximal development, defined in the 1930's, describes the space between what a learner can do independently, and what he or she can do with support. "'It's the Goldilocks of cognitive challenge for students -- you don't want it too hot, you don't want it too cold, you want it just right,' explains [John] Reyes, director of educational technology for the Archdiocese of Los Angeles]. 'If we're able to scaffold through prior knowledge, the structure of the activity and the timeframe, then we're able to hit the cognitive sweet spot.'"[10]

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7 Dewey, *Experience and Education,* 1938.

8 Freire, 1972.

9 Jean Piaget, *To Understand is to Invent* (1973).

10 Kaplan, M., *Let Learners Get in Their Zone (of Proximal Development)*, EdSurge, Aug. 1, 2017 (https://www.edsurge.com/news/2017-08-01-let-learners-get-in-their-zone-of-proximal-development).

We believe in developing student agency.

A 2015 Harvard University Achievement Gap Initiative report commissioned by the Raikes Foundation states that student agency "is the capacity and propensity to take purposeful initiative," and that students who possess a high level of agency are not passive participants in their learning but active participants engaged in seeking experiences, meaning and purpose that help them achieve the accomplishments they desire.

In student-centered schools, agency means that students have a level of control and autonomy in their learning as they make choices about what, where and how they learn and show mastery

of their outcomes. Action, therefore, is the operative word in authentic student agency.[11]

We believe that hands-on, constructivist learning and project-based learning are interactive, engaging and meaningful ways for teachers to facilitate deepen learning experiences for each student. "[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition."[12] Modern cognitive research has found that students learn best when they are given the opportunity to actively incorporate what they are studying into their own experiences, concepts, and understanding of how the world works. A 2005 report highlights that project-based learning is beneficial because it engages students in problem-solving and teamwork. Satchwell & Loepp indicate that students learn best when they are involved in constructing their own knowledge of the world around them.1314 We plan to integrate project-based instructional approaches across the curriculum, coupled with the use of technology. We believe that learning how to think and learning subject matter content are not separate processes, but rather are best developed within an authentic context. In a thinking curriculum, skills are best acquired in the context of meaningful learning experiences that build on a child's interests.

We believe that engaging children's natural curiosities and integrating subject content to their real world experiences helps students contextualize their learning and make it personal and meaningful.[15] If what students "know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning."[16]

We believe students must feel safe, nurtured and supported in order to learn. Students' psycho-social development and sense of "belonging" is critical to their development as compassionate, empathetic members of society. Schools should "promote the growth of students as healthy, competent, moral people . . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . . the topics that arise in common human experience."[17]

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11 http://www.gettingsmart.com/2017/04/student-agency-creating-an-integrated-and-authentic-k-12-approach/

12 Piaget, *To Understand is to Invent,* 1973.

13. Fortus, D., Krajcikb, J., Dershimerb, R. C., Marx, R. W., & Mamlok-Naamand, R. (2005). Design-based science and real-world problem solving. International Journal of Science

Education, 855–879

14. Satchwell, R., and Loepp, F. L. (2002-Spring). Designing and Implementing an Integrated Mathematics, Science, and Technology Curriculum for the Middle School.

15 Freire, *Pedagogy of the Oppressed*, 1970.

16 Darling-Hammond, 2008.

We believe children must be fluent in technology and media as critical tools for their own learning and communication. Seymour Papert, who worked under Piaget and is regarded as "the world's foremost expert on how technology can provide new ways for children to learn,"[18] wrote:

[Looking forward, . . . we can formulate new arguments beyond the imagination of 19th-century thinkers, who could hardly have conjured images of media that would provide modes of accessing and manipulating knowledge radically different than those offered by the [three] R's. . . . In the past, education adapted the mind to a very restricted set of available media; in the future, it will adapt media to serve the needs and tastes of each individual mind. (Wired Magazine, 2003.)

and

Many children are held back in their learning because they have a model of learning in which you have either 'got it' or 'got it wrong.' But when you program a computer you almost never get it right the first time. Learning to be a master programmer is learning to become highly skilled at isolating and correcting bugs ... The question to ask about the program is not whether it is right or wrong, but if it is fixable. If this way of looking at intellectual products were generalized to how the larger culture thinks about knowledge and its acquisition we might all be less intimidated by our fears of 'being wrong.'[19]

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

The LbD learning model has been carefully designed to develop students to be self-motivated and competent, who view themselves as life-long learners:

- Self-motivated learners: Research has found that three elements are needed for students to be self-motivated: autonomy, mastery, and a sense of purpose. (Pink, 2010.) Through our student- centered, personalized, hands-on instruction, (autonomy) each student comes to understand that they can achieve and they can experience the rewards and confidence that come with personal achievement (mastery). As students develop confidence in their own abilities they approach

learning enthusiastically, for their own benefit and the benefit of others (purpose), fostering an authentic *self-motivation* to learn.

- Competent learners: With our focus on student achievement using real-time data to customize and personalize instruction, teachers will ensure that learning objectives are mastered by each student, ensuring competency for all students. Even our youngest students will be asked to reflect on their own learning during conferencing with teachers. Throughout their elementary years, this ongoing process will help them gain an understanding of the way they learn best, while also helping them gain the confidence to set their own learning goals and ask for what they need to ensure academic success. Students who can effectively express how they learn best can 'own' their education and be successful and enthusiastic life-long learners.

- Life-long Learners: Beyond mastering specific skills and facts, students will learn *how* to learn. As students actively participate in their own learning, they see the relevance and applications of their education to their daily lives. Thus, well beyond the mastery of specific skills and knowledge, students will know how to apply their learning to real-life, authentic situations in turn, developing a lifelong ability to continue to apply their learning throughout their lives.

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17 Noddings, 2005.

18 Rifkin, G., *Seymour Papert, 88, Dies: Saw Education's Future in Computers*, The New York Times, August 1, 2016.

19 *Mindstorms: Children, Computers and Powerful Ideas*, 1980.

THE REQUIREMENTS OF EDUCATION CODE § 47605(c)(5)(A)(ii)

LbD will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school- wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We

note that as required under the California Education Code, LbD stakeholders engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions LbD anticipates at this point in time.

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
LbD will ensure optimal conditions for learning with highly-qualified and appropriately credentialed teachers, full implementation of state standards and a safe, clean and welcoming school facilities.	Related State Priorities: ☒1 ☐4 ☒7 ☒2 ☐5 ☐8 ☐3 ☐6 Local Priorities: ☐:

Specific Annual Actions to Achieve Goal

Priority 1 (Basic Services)
Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.

- *LbD will hire, supervise, evaluate and retain qualified teaching staff.*
- *LbD will ensure verification of proper credentials and DoJ clearance prior to start of employment.*
- *LbD will actively recruit diverse teachers and staff that reflect student demographics.*

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.

- *LbD will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.*
- *LbD will review alignment of instructional materials to standards.*
- *LbD will maintain an annual inventory of instructional materials and respective purchase of materials.*
- *LbD budget will be reviewed every year to ensure adequate budget for instructional materials is in place, including materials for students with special needs (EL, SpEd, GATE).*

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).

- *LbD facilities will be maintained and cleaned by custodial staff*
- *LbD will do annual and monthly facility inspections to screen for safety hazards.*
- *LbD will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff*

Priority 2 (Implementation of State Standards)
Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- *LbD will participate in ongoing professional development on the implementation of CCSS and new CCSS- aligned assessments.*
- *LbD will provide CCSS-aligned ELA and math instruction using integrated and designated ELD instructional strategies to all students, including ELs.*
- *LbD will provide PD to teachers in collecting and examining CAASPP, NWEA MAPs, and other state and internal assessment scores via the Illuminate data system and regularly review progress to implement data-driven decision making.*

Priority 7 (Course Access)
Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

- *LbD will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.*
- *LbD will provide 2:1 technology (tablets) for students in TK-1 and 1:1 technology (Chromebooks) for*

Expected Annual Measurable Outcomes

Priority 1 Outcome #1: All teachers will be properly certificated and assigned.

Metric/Method for Measuring: % of teachers at LbD appropriately assigned and with appropriately credentialed personnel.

A P P I	Baseline (Based on most recent data available)	Ye ar 1	Ye ar 2	Year 3 of Term (Not applicable if categorized as Low	Year 4 of Term (Not applicable if categorized	Year 5 of Term (Not applicable if categorized as

Priority 1 Outcome #2: All LbD students (including all statistically significant subgroups) will have access to standards-aligned materials and technology

Metric/Method for Measuring: % of LbD students who will have sufficient access to

A P P	Baseline (Based on most recent data	Ye ar 1	Ye ar 2	Year 3 of Term (Not applicable if categorized as Low	Year 4 of Term (Not applicable if categorized	Year 5 of Term (Not applicable if categorized as

Priority 1 Outcome #3: LbD facilities will be maintained and cleaned by custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).

Metric/Method for Measuring: % of items on the Site Inspection Lists and daily spot checks

A P P	Baseline (Based on most recent data	Ye ar 1	Ye ar 2	Year 3 of Term (Not applicable if categorized as Low	Year 4 of Term (Not applicable if categorized	Year 5 of Term (Not applicable if categorized as

Priority 2 Outcome #1: LbD will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.
Metric/Method for Measuring: Purchased curriculum; curriculum pacing and lesson plans; teacher

A P P	Baseline (Based on most	Ye ar	Ye ar	Year 3 of Term (Not applicable if	Year 4 of Term (Not applicable	Year 5 of Term (Not applicable if

Priority 7 Outcome #1: All LbD students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, Health/PE, and the arts) outlined in the charter petition.

A P	Baseline (Based on most	Ye ar	Ye ar	Year 3 of Term (Not applicable if	Year 4 of Term (Not applicable	Year 5 of Term (Not applicable if

LbD will provide a personalized education to each student and	Related State Priorities: ☐1 ☒4 ☐7 ☐2 ☐5 ☒8

support student mastery of grade level content standards and the school's learning objectives.	Local Priorities: ☐

Priority 4 (Pupil Achievement)

Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new state dashboard

- *LbD will provide highly qualified instructional personnel and Resource/Support Specialists to implement high-quality instruction with continuous monitoring by the Principal.*
- *LbD will provide comprehensive professional development to support student achievement.*
- *LbD will analyze CAASPP, CAST, CAA, NWEA MAPs, and other state and internal assessment scores at least quarterly to review progress towards annual targets.*

Priority 4 Outcome 2 – Share of English learners that become English proficient

- *See above; plus: LbD will implement the LAUSD English Learner Master Plan.*
- *LbD will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs*
- *LbD will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.*
- *LbD will provide professional development related to EL support, including ELPAC training and redesignation criteria.*
- *LbD will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.*

Priority 4 Outcome 3- English learner reclassification rate

- *Same as Priority 4 Outcome 2 above, plus:*
- *LbD budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.*
- *LbD will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs*

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 - LbD will offer all students, including all subgroups, a broad course of study that includes engaging, hands-on, project-based and maker-centered learning experiences with technology and arts integration to help develop critical 21st century competencies.

- *LbD will provide professional development to teachers on integrating hands-on/project-based/maker- centered learning across the curriculum.*

- *LbD will provide resources, time and materials for all students to engage in meaningful, hands-on/project- based/maker-centered learning.*

Expected Annual Measurable
Priority 4 Outcome 1: LbD students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics. **Metric/Method for Measuring**: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data

APP	Baseline (Based on most recent data	Year 1	Year 2	Year 3 of Term (Not applicable if categorized as	Year 4 of Term (Not applicable if categorized	Year 5 of Term (Not applicable if categorized as Low
All Students (Schoolwide)	*50% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*55% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*60% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*65% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*70% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*75% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*
English Learners	*50% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*55% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*60% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*65% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*70% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*75% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*

Socioecon. Disadv./Low Income Students	*50% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*55% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*60% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*65% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*70% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*75% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*
Foster Youth	*NA*	*NA*	*NA*	*N*	*NA*	*NA*
Students with Disabilities	*25% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*30% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*35% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*40% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*45% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*50% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*

African American Students	*50% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*55% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*60% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*65% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*70% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*75% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*
American Indian/Alaska Native Students	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*
Asian Students	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*

	…	…	…	…	…	…
Latino Students	*50% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*55% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*60% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*65% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*70% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*	*75% of school wide and all significant subgroups met or exceeded targets for growth on the CAASPP in ELA and Math*
Native Hawaiian/Pacific Islander Students	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*

Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year.

Metric/Method for Measuring: EL proficiency rates will meet or exceed the rates of

A P P L	Baseline (Based on most recent data available)	Yea r 1 of	Ye ar 2	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
English Learners	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.*	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.*	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District*	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.*	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.*	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.*

Priority 4 Outcome 4: LbD will ensure EL reclassification rate will meet or exceed the District's reclassification rate.

Metric/Method for Measuring: EL reclassification rates

A P P L	Baseline (Based on most recent data available)	Yea r 1 of	Ye ar 2	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*NA*	*NA*	*NA*	*NA*	*NA*	*NA*

English Learners	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.*	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.*	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District*	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.*	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.*	*10% of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.*

Priority 8 Outcome 1: LbD will offer all students, including all subgroups, a broad course of study that includes engaging, hands-on, project-based/maker-centered learning experiences with technology and arts integration to help develop critical 21st century competencies.

Metric/Method for Measuring: % of students with access to hands-on/PBL/MCL; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations

AP	Baseline (Based on most	Year 1	Year	Year 3 of Term	Year 4 of Term	Year 5 of Term

LCFF STATE PRIORITIES

LbD will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.	Related State Priorities: ☐1 ☐4 ☐7 ☐2 ☑5 ☐8 Local Priorities: ☐

Priority 3 (Parental Involvement)
Priority 3 Outcome 1 –Efforts to seek parent engagement and input in decision making.

- *LbD will engage parents in a series of relevant and interesting workshops related to their child's success*
- *LbD will maintain school website as a communication tool for the community.*
- *LbD will communicate the most important website items via a monthly newsletter (translated into Spanish and other languages as necessary) that is sent home via a hardcopy.*

Priority 5 (Pupil Engagement)
Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- *LbD parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day*
- *LbD's Office Manager and Resource Specialists will help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.*

Priority 6 (School Climate)
Priority 6 Outcome 1 - pupil suspension rates

- *LbD will provide training and support for Way of Council and restorative justice practices*
- *LbD will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.*

Priority 6 Outcome 2 – pupil expulsion rates

- *LbD will provide training and support for Way of Council and restorative justice practices*
- *LbD will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.*

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

Expected Annual Measurable

Priority 3 Outcome 1: LbD will encourage parents to attend at least 3 events each year (specific goal to be set annually in LCAP).
Metric/Method for Measuring: # of parents attending 3+ events annually

API	Baseline (Based on most recent data available)	Year 1 of	Year 2 of	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*Increase parent participation rate annually*	*Increase parent participation rate annually*	*Increase parent participation rate annually*	*Increase parent participation rate annually*	*Increase parent participation rate annually*	*Increase parent participation rate annually*

Priority 3 Outcome 2: LbD will establish a Parent Advisory Council that will be promoted, and supported to be fully operational and self-sustaining
Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership

APPL	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)

Priority 5 Outcome 1: LbD will maintain a high attendance rate and low rate of students who are chronically absent
Metric/Method for Measuring: Attendance and chronic absenteeism rates

APPL	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decre*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decre*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decre*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annua*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed*

Priority 6 Outcome 1: LbD will maintain a low suspension rate that is ≤1%.
Metric/Method for Measuring: % of student suspensions

APPL	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)

Priority 6 Outcome 2: LbD will maintain a low expulsion rate that is ≤0.5%.

A P P	Baseline (Based on most recent data	Yea r 1	Ye ar	Year 3 of Term (Not applicable	Year 4 of Term (Not applicable	Year 5 of Term (Not applicable

AllStudents(Schoolwide)						

Priority 6 Outcome 3: LbD will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, andstaff.

Metric/Method for Measuring: % of participation in school climate survey and survey results

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Yea r 1 of	Yea r 2 of	Year 3 of Term (Not applicable if categorized as Low	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
AllStudents(Schoolwide)	10%	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 5-10% annually); Increase stakeholder approval ratings as needed on school*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 5-10% annually); Increase stakeholder approval ratings as needed on school climat*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 10-15% annually); Increase stakeholder approval ratings as neede*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 10-15% annually); Increase stakeholder approval ratings as needed on*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 10-15% annually); Increase stakeholder approval ratings as needed on school*

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

LbD provides a standards-based curriculum that is both skills-based and experiential, in order to ensure each and every student meets our high expectations for success, well beyond achieving proficiency on state standards. The following provides a more detailed description of our instructional methodologies:

- Personalized Learning
  - Personalized Learning Plans
  - Flex-Rotational Model
  - Online Curriculum/Blended Learning
  - Mastery-Based Learning
- Experiential Learning
  - Constructivism
  - Project-Based Learning
  - Maker-Centered Learning
- Socio-Emotional and Democratic Learning
  - Social-Emotional Learning
  - Mindfulness and Self-Awareness
  - Restorative Practices
  - Community Circles

PERSONALIZED (BLENDED) LEARNING

According to iNACOL, a nonprofit formed in 2003 to "advance the work of teachers, administrators and public policymakers in the field of online learning, personalized learning is defined as:

> *"*Tailoring learning for each student's strengths, needs and interests–including enabling student voice and choice in what, how, when and where they learn–to provide flexibility and supports to ensure mastery of the highest standards possible.*"*
>
> The purpose of personalized learning is to open student pathways and encourage student voice and choice in their education. Differentiation is a key part of personalized learning, and it is essential in education. In personalized learning environments, educators seek to meet each student within their own zone of proximal development. Without personalization, there is a gap between the individual student, their learning, and the support they need to succeed in a way that makes sense to his/her interests.

(https://www.inacol.org/news/what-is-personalized-learning/)

Based on yearly surveys of thousands of practitioners, iNACOL identifies the following core elements of personalized learning:

1. Student agency
2. Differentiated instruction
3. Immediate instructional interventions and supports for each student on-demand as needed
4. Flexible pacing
5. Individual student profiles (Personalized Learning Plans - PLP)
6. Deeper learning and problem solving to develop meaning
7. Frequent feedback from instructors and peers
8. Standards-based knowledge and skills
9. Anywhere, anytime learning
10. Performance-based assessments (project-based learning, portfolios, etc.) (Ibid.)

PERSONALIZED LEARNING PLANS: At LbD, each student has a personalized education experience tailored to meet his/her learning needs, defined in a Personalized Learning Plan (PLP) each trimester. The PLP defines the student's specific academic goals for the term, based on ongoing assessments and input from teachers, parents, students and, as appropriate, resource specialists/ELD staff. Each student's PLP guides the teachers and student in determining specific assignments, pacing, differentiation, demonstrations of learning/assessments and, as needed, interventions and supports. During common planning time each week, teachers collaboratively review students' PLPs and ongoing data, updating pacing plans and assignments in students' play lists and planning interventions and supports. PLP management will be an ongoing part of teacher professional development and coaching by school leaders to ensure consistency across the school. The PLP details current levels of proficiency across core subjects as well as target goals for growth. PLP Portfolios collect samples of student work; as they grow, students learn to select their "best" work as well as examples of areas of challenge. Specific instructional supports through LbD's Response to Intervention (RTI) model are included in the PLP, as well as a pacing plan for the student to achieve his/her goals for the trimester.

Throughout the week, teachers conference briefly (5-10 minutes) with each student to review their progress against PLP targets. The teacher uses this time to check for understanding and determine if learning goals have been met by reviewing online data, PLP Portfolios, and talking/working with students to assess mastery of particular concepts/content strands. This practice becomes more in- depth and more student driven as students age. More choice, voice, and agency is given as the student grows and demonstrates ability to make sound decisions for their learning. Students (with teacher guidance) may note that during rotational class time they will spend more time with a teacher/TA in a small group setting, engage in more online practice or more independent practice, or work with a peer/partner. The PLP is the foundation for the conferencing time and it is modified/updated at each conferencing session to document both goals that have been accomplished and new upcoming goals. Teachers continuously make adjustments to pacing, curricula delivery methods and supports.

FLEX-ROTATIONAL MODEL: A critical tool in our effort to personalize learning for each student is the use of blended learning through a "flex-rotation model." Each class has both a certificated

Teacher and a Teacher's Associate/Assistant when possible in order to effectively implement our personalized learning model. During ELA and Math instructional time, in addition to whole class instruction and activities, students rotate through three different learning modules: (1) online, interactive curriculum via customized "playlist" assignments in their PLP for each student; (2) independent or pair work such as reading books from the leveled library, writing in response to prompts, solving math problems with manipulatives or pencil and paper and more; and (3) Learning Hubs – small group instruction led by the teacher or teacher associate/assistant. During this time, the teacher is meeting individually with students with their PLPs, checking in on progress and modifying and updating the PLPs.

ONLINE CURRICULUM/BLENDED LEARNING: Students at LbD use the ever-growing body of rich on-line curriculum to practice skills and engage in engaging learning that adapts continuously to their individual needs. For our youngest students, we start with direct instruction in using these tech-based resources, including basic keyboard skills, proper care of the technology, and familiarity with processes ranging from the basics of logging on and off to monitoring one's own progress by reviewing the results/ data generated in each program. LbD utilizes purchased, standards-aligned online curriculum such as Lexia Core 5 Reading, IXL and Eureka Math. Standards-aligned instruction in phonetics, reading, math, science, history and much more can also be found on free websites such as khanSchool.org, www.nasa.gov, pbskids.org, and other Open Education Resources such as SAS Curriculum Pathways (https://www.sas.com/en_us/software/curriculum-pathways.html).

Through this interactive software, learning is easily differentiated as students choose (agency) from different instructional activities selected by teachers, based on their level and area of need, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasing levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly. Teachers can continuously review real-time data on students' progress, tied to standards, and adjust each student's digital "play list" of assignments accordingly while also providing additional supports.

Several of these programs have been shown to be particularly effective with English Learners and students with special needs by including images and visual content, sound and more. Programs such as, Lexia Core 5's literacy program include specific ELD support, including instructions given via audio in multiple languages and targeted strategies in developing phonological awareness, vocabulary and comprehension skills. Blended learning is also particularly impactful as it allows for teachers to most effectively provide targeted one-on-one and small group instruction to students in real time while other students work online with the support of the teacher's assistants.

While the field of online learning is rapidly developing, the following are some of the core programs we use:

Amplify Science	Science	Focuses on Basic Science content providing a more interactive and online Project-based experience
Eureka Math	Math	Online adaptive K-5 math curriculum that is problem- based with embedded visual learning and an emphasis on conceptual understanding.
TCI - Social Studies Alive	Social Studies	Instructional Content Platform provides online engagement and learning in Social Studies.
Lexia Core 5	Language Arts	Online system for differentiated reading practice, embedded assessment and targeted instruction designed for K-5. The on-line activities are designed to be multisensory games with engaging settings and characters.
IXL	ELA and Math	Online curriculum that aligns with NWEA data to provide a streamlined learning path for each student based on benchmark data

It is important to note that explicit instruction – particularly in core foundational subjects such as reading, writing and mathematics – will play a crucial role within the overall delivery of instruction, both via whole class instruction and Learning Hubs, based on student needs and the particular lessons involves. Foundational skill-specific academic needs will be identified through formative and summative assessments and subsequently addressed through direct instruction. Phonics, reading fluency, reading comprehension, sentence structure, grammar, and arithmetic are examples of skill areas that will be introduced and reinforced explicitly by teachers working with students individually, in small groups, and as a whole class.

Through whole-class, Learning Hub (small group) and individual/partner learning time off-line, LbD will use a variety of proven curriculum to develop student mastery of California Common Core State Standards (CA CCSS) in English and Math, as detailed further below in the section on Curriculum.

LbD currently has a 2:1 tablet ratio for all students (TK-5) in the school. We provide students with safe and secure internet access for learning. Our faculty is trained in implementing and using on-line curriculum and assessment tools. Parents are are offered training to ensure equitable access to these tools – through various grant programs we hope to provide computers for families to use at home, but we also will ensure parent access to computers on our campus.

MASTERY-BASED LEARNING

Mastery-based learning is the critical “cousin” to personalized learning suggesting that as curriculum is customized for each student, each student is also given the time and space needed

to master that content.

> Most current applications of mastery learning stem from the work of Benjamin S. Bloom (1971, 1976, 1984), who considered how teachers might adapt the most powerful aspects of tutoring and individualized instruction to improve student learning in general education classrooms.
>
> Bloom suggested that although students vary widely in their learning rates and modalities, if teachers could provide the necessary time and appropriate learning conditions, nearly all students could reach a high level of achievement.
>
> In using [Bloom's *mastery learning*] strategy, teachers organize the important concepts and skills they want students to acquire into learning units, [culminating in] a *formative* assessment (Bloom, Hastings, & Madaus, 1971) that identifies precisely what students have learned well and where they still need additional work. [After completing "corrective" work] to master the desired learning outcomes [. . .] student take a second, parallel formative assessment that addresses the same learning goals of the unit but includes somewhat different problems, questions, or prompts. The second formative assessment verifies whether the correctives were successful in helping students remedy their individual learning difficulties. It also serves as a powerful motivational tool by offering students a second chance to succeed.
>
> Along with the corrective activities, Bloom recommended that teachers plan enrichment or extension activities for students who demonstrate their proficiency on the first formative assessment. Enrichment activities give these students exciting opportunities to broaden and expand their learning.
>
> Bloom believed that nearly all students, when provided with the more favorable learning conditions of mastery learning, could truly master academic content (Bloom, 1976; Guskey, 1997a). A large body of research has borne him out: When compared with students in traditionally taught classes, students in well-implemented mastery learning classes consistently reach higher levels of achievement and develop greater confidence in their ability to learn and in themselves as learners (Anderson, 1994; Guskey & Pigott, 1988; Kulik, Kulik, & Bangert- Drowns, 1990).[20]

Today, online-solutions facilitate this type of customized curriculum and personalized lessons in an optimal way. Students are able to proceed and their own pace, without the competition and fear of failure that comes when all students are expected to learn and master the same content at the same time. For struggling students, mastery-based learning offers time to "pause" and practice until they authentically understand the material. For those who grasp concepts quickly, there is an opportunity to move ahead or engage in deeper learning activities for challenge. Mastery-based learning ensures authentic proficiency for all students.

EXPERIENTIAL LEARNING

LbD embraces a project-based/ constructivist/hands-on approach to learning, with a particular emphasis on Maker-Centered Learning as a means of engaging students in deeper understandings of core content, while integrating the arts and technology.

CONSTRUCTIVISM

Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to "construct" their own meaning. Through group learning, students have the opportunity to interact with and learn from other students on more complex tasks than they could engage in alone, providing immediate feedback, encouraging them to explore their own and other students' ideas, and helping develop communication and interpersonal skills. Learners work actively with concrete materials, try out ideas, ask essential questions, solve problems, make mistakes and correct them, and have opportunities to stop and reflect. The more actively engaged children are in the learning process, the more effectively and deeply they will understand and retain concepts and skills that are delineated in the state standards.

Constructivism, a concept developed by Jean Piaget, calls for the learning experience to be authentic, real and relevant, while being driven by students.[21] While specific definitions of constructivism vary, "One of the common threads of constructivism that runs across all these definitions is the idea that development of understanding requires the learner actively engage in meaning-making. . . . Constructivists argue that 'knowledge is not passively received but built up by the cognizing subject' (Von Glasersfeld, 1995). Thus, constructivists shift the focus from knowledge as a product to knowing as a process."[22] This begins with acknowledging and embracing each learner's level of understanding and then guiding students through building knowledge via inquiry and research, then expressing this knowledge through a variety of methods, including project presentations and demonstrations. This method of teaching learning not only deepens the learning, but ultimately leads to greater mastery of CCSS/NGSS content standards.

Research shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts.[23] Carol Tomlinson asserts that student motivation increases when they can build on topics of interest, as "modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence." (Tomlinson, 2003.)

PROJECT-BASED LEARNING

Project-Based Learning (PBL) builds on these critical elements of a Constructivist approach and expands the hands-on concept into a deeper, integrated approach that is reflective of the real world. Rather than studying each subject as an isolated silo, PBL allows students to see the

interactions between language arts and science and history and math, while also incorporating the arts, technology and more. Learning how different content areas interact represents real understanding (Cajete, 1994). In collaborative PBL, students interact with and learn from other students on more complex tasks than they could engage in alone, providing immediate feedback, encouraging them to explore their own and other students' ideas, and helping develop communication and interpersonal skills.

At LbD, PBL is central to science and social science/history blocks of learning, with integrating of English Language Arts, math, the arts and technology into this learning time. During common planning time teachers collaboratively create projects using a common project planning template and resources from experts such as the PBL Works. They use ongoing student achievement data to continuously refine their plans to ensure the needs of each individual student are being met. Projects are designed to illustrate the real-world implications of the academic skills and knowledge students are mastering. As even the youngest students develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills in a variety of practical contexts and settings, they come to see how adults use these skills in the everyday workplace.

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20 Guskey, T., *Lessons of Mastery Learning,* Interventions That Work, Oct. 2010; http://www.ascd.org/publications/educational-leadership/oct10/vol68/num02/Lessons-of-Mastery-Learning.aspx

21 Piaget, J., *Biology and Knowledge*, 1967

22 Jones, M.G., Brader-Araje, L., *The Impact of Constructivism on Education: Language, Discourse, and Meaning*, American Communication Journal, Volume 5, Issue 3, Spring 2002 University of North Carolina at Chapel Hill

During projects, students may engage in a variety of learning activities including:

- ☐ Asking and Exploring Essential questions (to be answered/solved)
- ☐ Reading, researching and investigating
- ☐ Guessing, hypothesizing and discussing
- ☐ Experimenting/testing the hypothesis
- ☐ Analyzing, evaluating and reflecting on outcomes
- ☐ Documenting outcomes (essays, graphs and charts)
- ☐ Creating (design) visual presentations

To encourage collaboration, student engagement, leadership, and student agency during projects, students will work in small teams during projects. Each student within the team will be assigned a role and responsibility: scribe, leader, organizer, researcher, presenter. Each student's role will be critical to the completion and overall success of the project. Students will rotate through these roles and responsibilities during different projects throughout the school year. In this way, projects help students become self-directed and motivated. Engaging in

hands-on, real-world projects helps learners:

- Gather, organize, and make sense of information,
- Become cognitively engaged and internally motivated to achieve, and
- Experience learning as a dynamic process of creating and changing.[24]

Through project-based learning, students engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. PBL inherently facilitates multiple modes of input and output, with built-in visuals and realia to contextualize new learning – a boon to English Learners in particular.

MAKER-CENTERED LEARNING

Maker Education (a term coined by Dale Dougherty in 2013), or Maker-Centered Learning, is an approach to constructivism and project-based learning that relies upon hands-on, often collaborative, learning experiences as a method for solving authentic problems.[25] The concept is rapidly taking hold:

At last year's Maker Faire in San Mateo, California, more than 150,000 children and adults gathered over a weekend to make things, show off, challenge one another, laugh, play, invent, tinker, solve problems and inspire. In this magical environment full of fire-breathing sculptures; cupcake cars; bicycle-powered rock bands; soda and Mentos–propelled fountains; and workshops in programming, soldering, welding, lock-picking, knitting, crocheting and robot making, it is expertise — rather than the age of the expert — that is the coin of the realm.

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[23] Marlowe and Page, 1998; Sagor & Cox, 2003. *At-Risk Students: Reaching and Teaching Them*; Pransky, 2002. "To meet your students where they are, first you have to find them."

[24] Betty Garner, *Getting to Got It!: Helping Struggling Students Learn How to Learn* (2007).

[25] *See, e.g.*, Clapp, E. et al, Maker Centered Learning: Empowering Young People to Shape Their Worlds, 2016 (published by the Agency Team at Harvard Graduate School of Education's Project Zero).

Makers are constructing knowledge as they build physical artifacts that have real-world value.[26]

Makerspace builds on a constructivist ideology to form a constructivist and constructionist

approach to education, as introduced by Jean Piaget and developed by Seymour Papert. "These theories explain the remarkable accomplishments of young makers and remind educators that every classroom needs to be a place where, as Piaget taught, "knowledge is a consequence of experience." . . . . Papert's [constructionist] theory of learning provides the theoretical basis for making, which is a stance toward learning that is predicated on the active construction of a shareable artifact. Making asks teachers to create settings where students are, for example, mathematicians rather than passive receivers of math instruction."[27] The primary goal of both constructivism and constructionism is to have learners create their own knowledge by creating and interacting with physical objects. It has clear connections to media literacy as well as to self-directed learning.

Maker-Centered learning is a complementary approach to PBL that typically employs STEAM-themed skills and knowledge to empower students to design, create, engineer and prototype new ideas in a "maker space" or lab environment. Maker-Centered Learning, while aligning with core standards, emphasizes invention, innovation and creativity, typically via collaboration. Maker-Centered learning reinforces the ideas of student agency and empowerment by taking students from being just consumers of information to empowering them to be curious creators and inventors of and contributors to new information and knowledge.

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26 Martinez, S. and Stager, G., *The Maker Movement: A Learning Revolution*, International Society for Technology in Education (7/20/2014); https://www.iste.org/explore/articleDetail?articleid=106

27 https://www.iste.org/explore/articleDetail?articleid=106

At LbD, Maker-Centered Learning includes both stand-alone Maker-space activities and experiences, as well as activities integrated into core content areas. For instance, students may create and apply equations/codes to build/3-D print a construct to help them learn equivalent ratios/proportionality.

While many associate Maker Education with "high tech" tools and outputs such as 3-D printing, robotics and coding, Maker-Centered Learning also includes far more accessible and resourceful "low or no tech" tools. The following are the resources LbD uses for Maker-Center learning:

Learning by Design
Maker Space Materials and Resources

Low Tech Materials	Medium or High Tech Materials	Maker Programs and Curricula	Online Resources (i.e. coding, sample maker projects)	Tools
Recyclables/Found Objects, Cardboard boxes, Straws, Pipe Cleaners, Toothpicks, Plastic Water bottles, Construction Paper, Paper clips, Cork, Cotton balls, Popsicle sticks, Gears, Rubber bands, Paper/Plastic cups, Aluminum Foil, Legos, Yarn/String, Wood, Toilet paper roles, Blank CD/DVDs, Newspaper, Milk Cartons, Marbles, Golfballs, Playdoh, Copper Tape Foil, K'Nex	Ipad or Chromebook 3D Printer 3D Pens Sewing Machine Arduinos/Circuit Boards Cameras LEDs Raspberry Pi	Lego Education Makey Makey Snap Circuits Squishy Circuits	code.org ITCH Coding Scratch Kodable iStop Motion The Foos	Hammers Drills Scissors Saws Wood cutters

A typical process utilized to "make," known as the Design Thinking Process, is as follows:

- Empathize with the user and his/her problem
- Define/Articulate the Problem for clarity
- Ideate (think about and sketch/ create solutions)
- Prototype (make the designed solution)
- Test
- Iterate (remake as needed until it is right)

The following graphic illustrates the process teachers use to create a successful Design

Thinking Challenge:[28]

CREATING A DESIGN CHALLENGE

(IN 5 MINUTES BY USING THE DESIGN PROCESS)

The framing of a Design Challenge sets the stage for student teams to explore characters and problems within a situation. The best framing does not constrain them to one problem to solve nor leave it too broad that they have trouble finding tangible problems.

Step 1
Plan Empathy ->
List Settings that are both interesting to your students and have the potential to embed curricular content. Each setting should have between 3 and 6 potential Characters and at least 4 Potential Problems. It is common during the course of the Design Challenge for students to discover unanticipated problems.

Settings	Characters	Potential Problems
Ex. A local park	Kids who play there	Litter
	Parents	Habitat disruption
	Animals	Park financial viability

Step 2
Develop Define/Ideate ->
Chose a setting and write 3 versions of a statement that captures the situation. Use the scaffolds to the right to help. If you get stuck, try a new setting.

Redesign the ____(situation)____ experience .
Design a way for ___(specific group of people)___ to better ___(situation)___ .
How might we help ___(achieve some goal)___?
Ex. How might we keep the park clean? Design a way for people at the park to better support native animal life.

Step 3
Prototype and Test ->
Pick one of the statements you generated and test it to make sure that it is properly scoped for a rich design challenge. The questions on the right are helpful in testing that a challenge is properly scoped.

By working with the statement above will students have the opportunity to address multiple characters, problems and character needs?
If not, make the statement more broad.

By working with the above statement will students be able to find similarities between characters, problems, and needs?
If not, make the statement more narrow.

When you feel you have a Design Challenge, write it down and begin.

This process allows for students to think deeply about a concept they are learning and encourages them to explore various perspectives around that concept, and create/design ways in which to engage with that concept or solve a perceived problem regarding that concept.

Maker-Centered Learning deepens the learning experience (deeper levels of Blooms) and makes learning more aligned and relevant to what the 21st Century is asking and requiring of the current labor force as well as contributors to society overall. Learning knowledge, skills and concepts more deeply can ensure a student's ability to recall and apply this learning more effectively on assessments and standardized tests. Maker-Centered Learning helps students see themselves as people who can effectively take action in the world by making, hacking and redesigning the objects and systems in their lives. The frameworks on which constructivism are built are closely aligned to Common Core and

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28 An Educator's Guide to Design Thinking, the k12 Lab Wiki, https://dschool-old.stanford.edu/sandbox/groups/k12/wiki/14340/attachments/e55cd/teacher%20takeaway.pdf?sessionID=c85 b670208fde73cab552d4757ad4f368f20d455

higher/deeper levels of thinking (i.e. Bloom's Taxonomy and Webb's Depth of Knowledge). Thus, maker-centered learning as an added element to Project-based Learning supports 21st Century skills preparing students to be successful in school, college, career and beyond.

DEMOCRATIC LEARNING ENVIRONMENT

Just as we support our students in being well-prepared for rigorous elementary and secondary schools, college and meaningful 21st century careers, we devote time and attention to helping them develop their social-emotional capacity for lifelong success. Our faculty is trained to establish a Democratic Learning environment, which in essence is a most ideal environment within which personalized learning and project-based learning are likely to be most effective, resulting in more successful outcomes.

> Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).[29]

All staff are trained in "Responsive Classroom," an evidence-based approach to elementary and middle school teaching that focuses on the strong link between academic success and social-emotional learning (SEL). Professional development in the Responsive Classroom approach strengthens educators' ability to:

- Design lessons that are active and interactive

- ☐ Use effective teacher language to promote academic and social growth
- ☐ Encourage engagement by giving students meaningful choices
- ☐ Start each day in a way that sets a positive tone for learning
- ☐ Set high expectations and teach students how to meet them
- ☐ Establish routines that promote autonomy and independence
- ☐ Build a sense of community and shared purpose
- ☐ Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation.[30]

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[29] Vega, V., 2012 http://www.edutopia.org/sel-research-learning-outcomes#definition.

[30] https://www.responsiveclassroom.org/about/

[31] Blum & Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011, Marzano, 2003

We also implement the Ojai Foundation's acclaimed Way of Council, a community building practice of authentic expression and empathic, non-judgmental listening and receptivity in place at many LAUSD schools that provides tools and strategies for effective and positive communication. (http://councilinschools.org/).

Council has many applications in schools. As a relational practice, council is a powerful social and emotional learning strategy that promotes an environment of trust and respect in the classroom and school. Council invites students to share stories from their personal lives that establish connections and appreciation of differences among students and between students, teachers, and other adults at the school. As a mindfulness practice, council helps students become more aware of themselves and others. As an instructional approach, council creates a context for exploring standards-based curricula and making it relevant to students. As a leadership strategy, council provides opportunities for educators to mine the collective wisdom of groups and take informed, considered action. As a community-building tool, council also serves as the foundation for CIS's approach to restorative justice.[32]

These are all philosophies and ways of managing classrooms and learning environments that are focused more on personal development, student empowerment, socio-emotional wellness, community awareness, fairness and justice versus a more controlled, punitive and rigidly structured learning environment.

CURRICULUM AND INSTRUCTION

CURRICULUM/KEY FEATURES BY SUBJECT AREA

LbD implements an academically challenging and integrated curriculum, incorporating California standards, including the new Common Core State Standards and Next Gen Science Standards.

Purchased curricular materials are used as a basis upon which teachers build, using the subject-specific *Frameworks for Instructional Design* to guide curriculum pacing, planning, assessments and differentiation.

Through our highly personalized, project-based approach, tailored to meet the needs of our students, we know that all children can and will achieve state standards mastery. Our instructional staff is challenged to know each child and develop an appropriate means for each student's success through the methodologies and strategies detailed here.

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32 http://councilinschools.org/?page_id=90

ENGLISH LANGUAGE ARTS – CORE AND COLLEGE PREPARATORY

The English Language Arts (ELA) curriculum is based on California Common Core State Standards for English Language Arts, along with *Reading / Language Arts Framework*; *A Look At Kindergarten Through Grade Six in California Public Schools*. Our personalized approach with an emphasis on mastery emphasizes reading fluency and comprehension and writing across the curriculum, not just during scheduled ELA periods.

Instruction in ELA relies heavily on the acclaimed Readers' and Writers' Workshop Programs from Lucy Calkins and Teachers College in New York. This core curriculum is supplemented with online programs such as Lexia Core 5 Reading which students work on both during class time and at home. These programs are supplemented with leveled readers and books from the CDE-recommended reading lists.

Reading

Reading instruction incorporates four main components: (1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students receive direct instruction, work with partners and in small learning groups and engage in independent work. Teachers explicitly teach reading comprehension skills and strategies, and then provide a myriad of opportunities for students to practice and apply their new skills.

As students progress, reading instruction shifts to "reading to learn" rather than "learning to read." Personalized instruction is the focus as students rotate through small groups, independent practice and customized individual playlists for online learning. Teachers, intervention specialists,

teacher associates/assistants and trained parent and community volunteers all work to move struggling students towards grade-level reading proficiency and overall language arts mastery.

Shared Reading: Focusing on comprehension, teachers choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts in both hard copies and on-line forms. During shared reading, teachers model the appropriate use of strategies by employing "think alouds" to allow students the chance to explicitly learn what is generally a more implicit process. Students are given the appropriate vocabulary to identify the strategies they are learning and using, and teachers reinforce and encourage students to share their thinking processes and articulate what strategies they are using. Teachers might also teach particular comprehension skills during shared reading by demonstrating the use of a specific graphic organizer such as a thinking maps to chart and organize ideas or a Venn Diagrams to compare and contrast.

Guided Reading*:* Teachers target instruction based on the individual needs of students through guided reading. As a whole class, reading instruction might be focused on the reading strategy of asking questions. During guided reading time, the teacher chooses text that provide opportunities to guide students in the use of this strategy based on the appropriate instructional levels of individual students. Students work on the same objective, but using different texts to remain consistent with personalizing learning. At other times, reading groups might be working on different strategies, again based on need. Because students are more likely to reveal questions, tentative hypotheses, inferences and connections to past learning in small groups rather than in front of the whole class (Rhodes and Shanklin, 1993), teachers regularly observe and assess the reading habits and progress of students. In the upper grades, in addition to guided reading, teachers employ literature circles and discussion groups. Both of these activities encourage student exploration of complex themes in text, enhance oral language and higher-level cognition, provide a chance for students to freely explore ideas, deepen students' understanding of what they read, while creating more enthusiastic and engaged readers. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

In all grades, letter and word study include spelling instruction and targeted vocabulary development. Spelling lists are grouped by pattern (sound, visual, or meaning) and presented in a systematic sequence. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Explicit instruction in word-learning strategies allows students to determine meanings of unfamiliar words encountered while reading, such as using dictionaries (print and online). As students get older, they learn and apply more

sophisticated strategies such as identifying examples, restatements, and comparisons in order to clarify word meanings.

***Independent Reading**:* Throughout the day, students have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries are stocked with high-interest books of various genres at a variety of levels as well. Teachers explicitly teach students how to select books appropriate to their level and interests. Teachers create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students are given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read.

Readers Workshop Unit Titles

Grade Level	Unit Summaries
TK/K	☐ We Are Readers ☐ Super Powers: *Reading with Print Strategies and Sight Word Power* ☐ Bigger Books, Bigger Reading Muscles ☐ Becoming Avid Readers
1st Grade	☐ Building Good Reading Habits ☐ Learning About the Word: *Reading Nonfiction* ☐ Readers Have Big Jobs to Do: *Fluency, Phonics, and Comprehension* ☐ Meeting Characters and Learning Lessons: *A Study of Story Elements*
2nd Grade	☐ Second-Grade Reading Growth Spurt ☐ Becoming Experts: *Reading Nonfiction* ☐ Bigger Books Mean Amping Up Reading Power ☐ Series Book Clubs
3rd Grade	☐ Building a Reading Life ☐ Reading to Learn ☐ Character Studies ☐ Research Clubs: *Elephants, Penguins, and Frogs, Oh My!*

4th Grade	☐ Interpreting Characters: *The Heart of the Story* ☐ Reading the Weather, Reading the World ☐ Reading History: *The American Revolution* ☐ Historical Fiction Clubs
5th Grade	☐ Interpretation Book Clubs: *Analyzing Themes* ☐ Tackling Complexity: *Moving Up Levels of Nonfiction* ☐ Argument and Advocacy: *Researching Debatable issues* ☐ Fantasy Book Clubs: *The Magic of Themes and Symbols*

In all grade levels, students read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students also determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. Furthermore, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Students develop understanding in the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students in grades TK-5 analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They also assess how point of view or purpose shapes the content and style of a text.
As students integrate knowledge and ideas they read, they evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They also delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. As students progress in their range of reading and level of text complexity, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students learn to understand complex text and ideas as well as reason, analyze, persuade, and problem solve. Students encounter a significant representation of the best classic and contemporary literature including novels, biographies, essays and plays.

Beginning in kindergarten, students listen to stories and informational text and begin learning research strategies, completing reports based on multiple sources to demonstrate their comprehension. As students advance in reading levels, they both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to analyze, evaluate, and interpret what they read.

Reading strategies are posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading. Guided reading groups use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students. Read alouds are frequently connected to integrated curriculum units as they are taught in the classroom. Teachers use a diversity of print and digital sources so that students integrate and evaluate content, visually and quantitatively, as well as in words.

English Learners and students who are struggling are provided access to reading materials through use of leveled libraries with high-interest books at all levels, reading conferences with teachers, one-on-one reading tutoring; and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to fluent readers, students will listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

In addition, students at all grade levels are sometimes required to read nightly and keep a reading log that is signed by their parents. This outside reading will be rewarded with various incentives such as reading parties where students celebrate their reading success and enjoyment.

Writing

Hand in hand with the school's reading program is a structured daily writing program, which is directly aligned to the CCSS emphasis on writing. The chief component of the writing program will be Writer's Workshop, based on the Lucy Calkins'/Teachers College Writer's Workshop model. Writer's Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer's Workshop design consists of three components that occur daily: the Mini-lesson or direct instruction, independent writing time and share time. Mini lessons can relate to craft (applications, content, or strategies), skills (conventions and editing) or procedures relating to workshop. During independent writing time, students choose writing topics, a strategy that helps develop personal investment in the writing process. They apply learning from mini lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers' notebooks and folders. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author's Chair, pair-share, or popcorn around the room. During this time the teacher can also address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author's text to support comments and to provide specific feedback to

help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher's role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child's strengths and motivates the child to push himself/herself by applying new learning. Teachers keep detailed conference notes in order to evaluate students' progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

Beginning in kindergarten, teachers in every grade guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives. Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. They write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.

Examples of Increasing Levels of Depth and Complexity within Text Types & Purposes Standard 2: Write informative/explanatory texts:

Grade	Complexity
TK/K	Use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic.
st	Name a topic, supply some facts about the topic, and provide some sense of closure.
nd	Introduce a topic, use facts and definitions to develop points, and provide a concluding statement or

3rd	Examine a topic and convey ideas and information clearly. • Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. • Develop the topic with facts, definitions, and details. • Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. • Provide a concluding statement or section.
4th	Examine a topic and convey ideas and information clearly. • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., another, for example, also because). • Use precise language and domain specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented.
5th	Examine a topic and convey ideas and information clearly. • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). • Use precise language and domain specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented.

Students learn descriptive, narrative, expository, and persuasive writing, which are then broken into subcategories:

- Argumentative Writing - This form of persuasive writing has a primary purpose of making a statement that the reader will disagree with, then supporting the statement with specific details that will convince the reader of the truth of the statement.
- Business Writing - This form of expository writing has a primary purpose of communicating with others in the work place.
- Comparison and Contrast Writing- This form of expository writing has a primary purpose of showing the similarities and differences between two subjects.
- Expressive Writing- This form of creative writing has a primary purpose of sharing thoughts, ideas, and feelings on the topic.
- Informative Writing - This form of expository writing has a primary purpose of

providing information in a clear, concise manner.

- Literary Response - This form of expository writing has a primary purpose of providing a personal reaction to a piece of literature.
- Personal Narrative Writing - This form of narrative writing has a primary purpose of sharing an experience or event from the author's own life.
- Poetry - This form of creative writing has a primary purpose of imaginatively reflecting on a subject, idea, or event. This is usually done in stanzas rather than paragraphs.
- Process Writing - This form of expository writing has a primary purpose of explaining the steps or procedure of something.
- Reaction Writing - This form of expository writing has a primary purpose of providing a personal response to something.
- Research Writing - This form of expository writing has a primary purpose of reporting new information that has been learned by studying available resources.
- Technical Writing - This form of expository writing has a primary purpose of conveying technical information in a simple, no-nonsense manner.

Writers Workshop Unit Titles

Grade Level	Unit Summaries
TK/K	☐ Launching the Writing Workshop ☐ Writer for Readers ☐ How-to Books: Writing to Teach Others ☐ Persuasive Writing of All Kinds: Using Words to Make a Change
1st Grade	☐ Small Moments: Writing with Focus, Detail, and Dialogue ☐ Nonfiction Chapter Books ☐ Writing Reviews ☐ From Scenes to Series: Writing Fiction
2nd Grade	☐ Lessons from the Master: Improving Narrative Writing ☐ Lab Reports and Science Books ☐ Writing About Reading ☐ Poetry: Big Thoughts in Small Packages
3rd Grade	☐ Crafting True Stories ☐ The Art of Information Writing ☐ Changing the World: Persuasive Speeches, Petitions, and Editorials ☐ Upon a Time: Adapting and Writing Fairy Tales

4th Grade	☐ The Arc of Story: Writing Realistic Fiction ☐ Boxes and Bullets: Personal and Persuasive Essays ☐ Bringing History to Life ☐ The Literary Essay: Writing About Fiction
5th Grade	☐ Narrative Craft ☐ The Lens of History: Research Reports ☐ Shaping Tests: From Essay and Narrative to Memoir ☐ The Research-Based Argument Essay

Speaking

In all classrooms, teachers provide students with multiple opportunities to explore oral communication in the classroom. For example, students develop active and responsive listening skills through class and small group discussions. Classes will take turns presenting and performing at monthly school meetings and daily class meetings (Council sessions). Each teacher uses scaffolding strategies to help English Learners build confidence in communicating information and ideas. Additional structured speaking activities in class include Author's Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students practice speaking clearly and using complete sentences during formal oral reports and presentations.

Teachers develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

Listening

Based on the ELA and ELD standards for listening, students are taught that active, effective listening is a habit to develop and the foundation of effective communication. Students are taught how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer's Workshop, writing dictated sentences and repeating rhythms through movement and clapping. In second grade, to address the standard that requires students to give and follow multi-step directions, teachers will create projects that require partners to listen to each other's directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students.

ENGLISH LANGUAGE DEVELOPMENT

Based on the enrollment at nearby schools, we anticipate that the English Learner (EL) population

will include students who predominantly come from Spanish-speaking families.. The ELD program will implement both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). Our ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type." (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. The Principal will monitor EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student's parents/guardians. (See English Learner section below for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

MATHEMATICS – CORE/COLLEGE-PREPARATORY

Learning objectives and outcomes are aligned to the rigorous CA CCSS mathematics standards. Teachers use the *Mathematics Frameworks for California Public Schools* for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

Teachers provide direct instruction in new skills, along with hands-on activities and online learning time in math. Eureka Math, IXL and other Open Education Resources enable customization of instruction along with real-time data for teachers on specific standards and strands as students proceed through the online learning exercises and activities. Through Eureka Math's blended learning program (online, print and manipulatives), students engage in adaptive online learning that react to students' actions to meet them at the right level–with personalized instruction that

promotes student decision making and strategy development. An engaging, environment motivates students to persist in a fun learning setting. The standards-aligned curriculum is evidence- based to promote student growth and conceptual understanding by encouraging different pathways to solving problems. The program includes embedded differentiation and support for EL students. Like many online learning tools today, Eureka Math provides teachers with real-time data and academic insights to inform learning and differentiation for student needs.[33] Units in Eureka include the following:

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33 http://assets.pearsonschool.com/asset_mgr/current/201633/MatBro581M416EVMOverNonCC_Medresingle.pdf

Eureka Math

Grade	Description
TK/K	Counting and Cardinality • Know number names and the count sequence. Count to tell the number of objects Measurement and Data • Classify objects and count the number of objects in each category Operations and Algebraic Thinking • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from Geometry • Identify and describe shapes suares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres Number and Operations in Base Ten • Work with numbers 11-19 to gain foundation for place value)

1st Grade	Measurement and Data • Measure lengths indirectly and by iterating length units Tell and write time Operations and Algebraic Thinking • Understand and apply properties of operations and the relationship between addition and subtraction Geometry • Reason with shapes and their attributes Number and Operations in Base Ten • Use place value understanding and properties of operations to add and subtract. Extend the counting sequence
2nd Grade	Measurement and Data • Work with time and money; Measure and estimate lengths in standard units Relate addition and subtraction to length Represent and interpret data Operations and Algebraic Thinking • Work with equal groups of objects to gain foundations for multiplication Represent and solve problems involving addition and subtraction Geometry • Reason with shapes and their attributes) Number and Operations in Base Ten • Use place value understanding and properties of operations to add and subtract
3rd Grade	Measurement and Data • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects Geometric measurement • Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures Operations and Algebraic Thinking • Solve problems involving the four operations, and identify and explain patterns in arithmetic. Understand properties of multiplication and the relationship between multiplication and division Geometry • Reason with shapes and their attributes Number and Operations in Base Ten • Use place value understanding and properties of operations to perform multi-digit arithmetic Number and Operations – Fractions • Develop understanding of fractions as numbers

4th Grade	Measurement and Data • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. • Geometric measurement: Understand concepts of angle and measure angles Operations and Algebraic Thinking • Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples • Generate and analyze patterns Geometry • Draw and identify lines and angles, and classify shapes by properties of their lines and angles Number and Operations in Base Ten • Generalize place value understanding for multi-digit numbers • Use place value understanding and properties of operations to perform multi-digit arithmetic Number and Operations - Fractions • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers • Extend understanding of fraction equivalence and ordering • Understand decimal notation for fractions, and compare decimal fractions
5th Grade	Measurement and Data • Convert like measurement units within a given measurement system • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition • Represent and interpret data Operations and Algebraic Thinking • Write and interpret numerical expressions Analyze patterns and relationships Geometry • Graph points on the coordinate plane to solve real-world mathematical problems Classify two-dimensional figures into categories based on their properties Number and Operations in Base Ten Understand the place value system • Perform operations with multi-digit whole numbers and with decimals to hundredths Number and Operations - Fractions • Use equivalent fractions as a strategy to add and subtract fractions • Apply and extend previous understandings of multiplication and division to multiply and divide fractions

Hands-on math activities are also a focus of learning, particularly in the earliest grades. Daily math sessions will incorporate a daily warm-up activity focused on applying previously learned skills (spiral review) to solve a problem situation. The teacher will reinforce math vocabulary during the warm-up by requiring students to prepare a brief written or oral summary of the steps they took to solve the problem.

As part of our emphasis on writing and listening/speaking skills and on problem solving in the mathematics curriculum, the mathematics curriculum frequently requires students to explain, orally or in writing, their methods of solving a problem and their rationale for choosing those methods.

Assessment of mathematics standards will be based on evaluation of these presentations as well as on more traditional mathematics assessments from the state adopted textbook. Students will

also use math skills, particularly statistics and data analysis, to enhance oral and written presentations required in other subject areas.

Maker-Centered Learning practices also encourages students to apply math concepts to tangible and authentic experiences where students will be asked to create, design, engineer and/or prototype objects that represent their learning

Curriculum and software tools include online curriculum comparable to Eureka Math and IXL Our partners at Engineer Factory and SOLA Robotics, both organizations that are well-versed and highly knowledgeable in the integration of “making” with core curriculum, will help train our teachers on integrating Maker-Centered learning into the curriculum.

SCIENCE – CORE AND COLLEGE PREPARATORY

Science instruction at LbD is driven by the new Next Generation Science Standards (NGSS) with an emphasis on how to apply the scientific method to design controlled experiments; the ability to analyze and interpret qualitative and quantitative data; how to apply scientific writing skills to communicate conclusions from scientific data; and the ability to apply scientific knowledge and research to current social and world issues.

The implementation of our standards-based Science curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on, investigative environment that builds upon the knowledge of previous learning. Our students will work in cooperative groups to advance through the stages of the scientific process. It is through these cooperative groups that our students learn how to work together to solve a problem.

The project-based/constructivist-driven Science instructional program encourages students to learn content at higher levels of Bloom’s Taxonomy (3, 4, 5 and 6 – see below for more details about teachers’ use of Bloom’s in their teaching strategies) as students have opportunities to apply their knowledge as well as analyze, synthesize, evaluate and create information. While NGSS set the learning foundation, the actual project is the framework through which all of the teaching and experiential learning will take place. Students learn concepts via active engagement in the project. Projects are problem-, inquiry-, experiment-, or design- focused ultimately making the learning more authentic and student- centered. Projects will also focus on “real-life”, current, possibly community- based problems (i.e. understanding, responding to, and designing a solution for the water drought). Students are responsible for presenting their project outcomes in front of their peers and sometimes the larger school community.

FOSS Science Kits are a primary curricula source for our faculty in science. Full Option Science Systems (FOSS) is an inquiry-based hands-on science curriculum, with 3-5 units that align to the new NGSS standards for each elementary grade level. FOSS integrates all three dimensions of the NGSS: Disciplinary Core Ideas, the Science and Engineering Practices, and the Crosscutting Concepts, leading to enduring experiences that lead to deeper understanding of the natural and designed world. FOSS builds understanding of the core ideas of science.

Each module or course is composed of multiple investigations. The modules are connected and build upon one another across each strand and each grade, progressively moving students toward the big ideas of science.

Grade	Physical Science	Earth Science	Life Science
5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles, Sand and Silt	Insects and Plants
1	Sound and Light	Air and Weather	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two

(https://www.deltaeducation.com/foss/next-generation)

Our teachers also will embed science into interdisciplinary projects (using Buck Institute of Education processes and templates) and Maker Space learning, to help deepen the authenticity of the learning.

SOCIAL STUDIES – CORE AND COLLEGE PREPARATORY

The Social Studies curriculum is based on a holistic approach to develop students' critical understanding of history and their own identity; as the new California standards are released, LbD implements them in all grade levels. Teachers utilize literature from around the world, non-fiction resources, and primary resources to foster a culturally sensitive perspective rooted in civic-mindedness. Instruction is aligned to the classroom theme, providing opportunities for students to explore and celebrate history, community, diversity, and multiculturalism. LbD's teachers incorporate CDE-approved curricular programs like Social Studies Alive! (K-5), which includes age-appropriate themes for each grade level:

Kindergarten	Me and My World explores the relationships in students' lives with their families, friends, teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world.
1st Grade	My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school.

2nd Grade	My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community.
3rd Grade	Our Community and Beyond broadens students' awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles.
4th Grade	Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history.
5th Grade	America's Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

(https://www.teachtci.com/social-studies/elementary-school/)

Teachers provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers will use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English language learners. To further increase understanding and motivation, social science will be taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, visual art, music, dance, and drama. Learning activities engage students in reading rich literature as well as original source documents across all content areas. Our teachers will invite experts from the community to speak to students. For example, during a second grade study of the Neighborhood, we can have firemen, policemen, bankers, librarians, doctors, etc. —interviewed by our second graders. When third grade is studying government, field representatives from our councilman, assemblyman, and senator‘s office can speak with students and share materials. Students experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment.

As with Science, Social Studies/History also follows a project-based format relying more on the higher levels of Blooms (Analysis, Evaluation and Creation). Using learning standards as the foundation for the learning, this instructional program will engage students in Socratic questioning methods, dialectic methods, inquiry, research, and debate, while they explore and examine historical and current as well as community and global events.

Additional integration of social science curriculum will occur in the math and science, when students may study the scientific and mathematical contributions of cultures they are studying. At all grade levels, the curriculum is enhanced whenever possible with maker-centered, multimedia resources, hands-on experiences (e.g. artifacts from cultures studied) and field trips. While covering the social science standards, teachers also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students will apply reading comprehension and vocabulary strategies to their social studies text and will complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

Equally as important, students learn/experience how their lives and efforts have an impact on their school and larger community. Projects are developed to allow students to actively and authentically respond to/solve local and global issues. Students work in Learning Hubs to complete projects and each student is assigned a role and responsibility for helping the project progress successfully.

Students have access to both digital and hard copy resources for research such a Gale Resources. Students also use technology to document and design their presentations.

INNOVATION, ENRICHMENT AND TECHNOLOGY

Students participate in Innovation/Enrichment blocks each day, at all grade levels. Teachers work with our Innovation partners to plan the integration of the arts, technology and maker-centered learning projects with core content, as well as support with creating curriculum to support student digital/media literacy and fluency that will take place during the Innovation/Enrichment Block of the school day. Our Innovation partners design and implement the “Making” curriculum and manage the Maker Mobile Carts that will house all the Making materials and other low and high-tech tools to be used for class projects to support core content or to be used during the Innovation/Enrichment scheduled time during the day. (See Maker-Centered Learning section above for a detailed list of materials and resources that will be included on these carts). Making activities include opportunities for students to tinker, code, engineer, 3D print, design and prototype their inventions.

PHYSICAL EDUCATION and WELLNESS (Garden)

Physical Education: LbD provides Physical Education for all students, 200 minutes for every 10 school days. The importance of a healthy mind and body is emphasized at the LbD. Through the support of our PE Teacher our goal is for all students to improve their motor skills, understand good sportsmanship, and gain self-confidence and body awareness as they continue to grow and develop over time, while also preparing them to excel on the California PFT assessments. Our commitment to building a community of respect continues on the field and court. As students learn the rules of games, good sportsmanship is promoted and fair play will be explicitly taught. They begin at an early age developing self-control and gross motor skills and then move toward contributing to a team working collaboratively. P.E. will include structured game play,

cardio/aerobic activity and strength training and conditioning in engaging, age-appropriate activities. Students are exposed to a myriad sports and physical activities (facilities and fundraising permitting) and also will include Yoga and Mindfulness practices and activities as this not only builds physical strength and agility but also develops in students the strategies and techniques for monitoring, regulating and managing their emotions and behaviors.

Wellness (Garden): Gardening also will be an important part of our curriculum, combining concepts in wellness, science, math, arts, history, writing and more into enriching experiences for our urban students. LbD's Garden volunteer works with teachers to integrate gardening with other subjects. Across grade levels, students learn to gather data about dynamic processes happening in the garden, and report on their data via increasingly complex means as growing scientists. Students may learn math by calculating germination rates, estimating seed production, measuring garden beds, and mapping the natural ecosystems. Art may be incorporated when the students create botanical illustrations in a scientific way. Students may learn about the cultural significance of plants in different time periods throughout history. Students keep garden journals that include record keeping of their experiments and reflections on their experiences in the garden. Through this hands-on gardening experience, students strengthen their observation and classification skills and see natural patterns such as the food chain, the seasonal cycles of growth, watershed study, decomposition, and soil differences in their real-life context.

Our students will be involved in the care and maintenance of the garden on our campus. The purpose of the students maintaining the gardens is not just to take ownership and pride in the campus, but also that they may experience important teachable moments such as the life cycle of plants and vegetation. Our students incorporate what they learn in gardening to understanding how food affects the body. It is incredibly powerful and meaningful to plant a seed, watch it grow over time, and understand that the nutrients going into that plant will provide nourishment as a part of a balanced diet. As they have these learning experiences at the LbD, it is our hope that our students will continue making healthy choices and thrive.

In addition to owning the power that comes from growing food, LbD hosts a Farmers Market where students are able to sell the foods they have grown to others making the garden experience a holistic and comprehensive experience building garden beds, green houses and planters, planting seeds and growing food, regularly tending to the garden, cooking the food they have grown, and now selling the food they have grown.

INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

As detailed throughout this petition, LbD's personalized, experiential education program is designed to ensure that the instructional program meets each individual student's needs and that all of our students are engaged in their learning. Our infusion of technology and collaborative,

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project-based work – including Maker-Center Learning -- helps students master critical 21 century skills while further bolstering engagement. Our Mastery-Based approach ensures that students progress onto the next lesson only when they truly have learned and "mastered" the current content, ensuring at this critical age that learning that builds upon previous lessons does lot leave a child further and further behind. Our preferred small school size and integration of parents into school activities as volunteers and participants in celebrations of learning all ensure students experience a strong sense of community and social support.

INTERVENTION AND ENRICHMENT PROGRAMS

See sections above regarding Enrichments in the Arts, Media and Technology as well as P.E./Wellness. Intervention and supports for students in need are detailed below.

CURRICULAR AND INSTRUCTIONAL MATERIALS

The academic program at LbD begins with the CCSS/NGSS. Teachers use standards-aligned, research proven curricula (textbook, online and curricular kits) for the core academic subjects. Core course curricula is selected based on review and recommendation of the department and/or grade level team based on the CCSS and CDE Frameworks for each subject. Specific purchased curriculum will be selected by the faculty and school leaders based on specific student needs.

At this time, we plan to use the following key textbooks and online curricular resources:

English Language Arts	Reader's & Writer's Workshop (and related Lucy Calkins materials) Lexia Core 5 Learning IXL
Mathematics	Eureka Math IXL
Science	FOSS Science Kits (K-5) Amplify Science Scholastic News
Social Studies/History	Social Studies Alive! (K-5) Scholastic News

English Language Development	Lexia Core 5 Learning SDAIE strategies IXL
Innovation and Arts	Teacher-created curriculum based on standards
P.E. Education	Teacher-created curriculum based on standards

COURSE LIST (N/A TO ELEMENTARY SCHOOLS)

INSTRUCTIONAL METHODS AND STRATEGIES

LbD will utilize instructional methods that incorporate one or more of the nine components found to have a positive effect on student learning, as described by Marzano.[34] These include:

- ☐ Small projects and other ways of experiencing real-world problems
- ☐ Collaborative investigations and demonstrations
- ☐ Mini-lessons that address specific skills within the context of larger projects
- ☐ Giving guidance and adequate time to self-reflect and self-assess
- ☐ Democratic classrooms and school structure
- ☐ Authentic assessments
- ☐ Direct instruction
- ☐ Research based projects
- ☐ Cooperative group work and projects

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34 Marzano, R. Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement. 2001.

To ensure success for each LbD student, teachers use multiple means of engaging and reaching students—relying first on each student's identified learning preferences and cultural styles, and gradually stretching each student to adapt to a variety of teaching styles that might present themselves in secondary and post-secondary education. The core instructional methods discussed above – project- based/constructivist learning, online learning, Maker-Centered Learning and so on help to ensure that each student accesses and masters the content standards in a meaningful way.

Backwards Design and Differentiation of Instruction

According to Robert Marzano, successful school models employ accountability measures to ensure that all standards are covered throughout the course of the school year. LbD utilizes backwards planning as a strategy to ensure that all students receive instruction in all standards. In backwards planning, teachers start with the desired results (goals or standards) and then work backwards to derive the curriculum based upon the evidence of learning called for by the standards and the teaching needed to equip students to perform. Teachers first "unpack" and prioritize the content standards and identify desired results of student learning, and design or select assessments to measure those results. Teachers then differentiation instruction to meet each learner's needs.

Our mastery-based approach supports students to progress at their own pace and receive targeted support and instruction to ensure they master content before moving on. Differentiated instruction "is to recognize students' varying background knowledge, readiness, language, preferences in learning, and interests, and to react responsively." [35] The intent is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting then them in the learning process.

Through differentiated and highly personalized instruction, all LbD students – including our special needs populations (English learners, At-Risk/Low Achieving, GATE, economically disadvantaged, Special Education) – receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments.

Universal Design for Learning

Instruction is also based on the Universal Design for Learning (UDL) approach. [36] The purpose of UDL is not simply to help students master a specific body of knowledge or a specific set of skills, but to help them master learning itself—in short, to become expert learners. Expert learners are: 1) strategic, skillful, and goal directed; 2) knowledgeable; and 3) purposeful and motivated to learn more. Developing tailored instruction using UDL allows teachers to remove potential barriers that could prevent learners from meeting these important goals.

Because each student is unique when it comes to learning, teachers use a variety of methods when differentiating instruction. These include varying modes of curriculum delivery, offering students choices in materials, and/or allowing different ways for students to demonstrate knowledge and content mastery. Diverse learning and teaching styles, multiple intelligences, and cultural preferences will be taken into account when developing plans to address each student's learning needs.

Each student's PLP articulates their learning assets (strengths to build upon), preferred learning styles, challenges, and strategies to address learning challenges. Each student reflects upon

his/her individual academic and social talents, passions and needs, and long-term goals. As students progress, they are challenged to stretch beyond their most comfortable modalities so that they are prepared for what they may encounter in secondary school, college and/or careers.

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35 Hall, T. Strangman, N., & Meyer, A. (2009). Differentiated instruction and implications for UDL implementation. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved 10/16/10 from http://www.cast.org/publications/ncac_diffinstructu dl.html

36 Ibid

Bloom's Taxonomy

Teachers at LbD receive training on using Bloom's Taxonomy as a way of thinking about the mastery students achieve in their learning.[37] In the 1950's, Benjamin Bloom created The Taxonomy of Educational Objectives as a means of expressing qualitatively different kinds of thinking.[38] As shown in the table below, the revised Bloom's Taxonomy identifies and classifies different levels of thinking about a concept or skill from "Remembering" through "Creating and Evaluating." At LbD, teacher-designed rubrics for project-based work and Maker-Centered learning are collaboratively designed in grade level teams, based on these different stages.

A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.

Competencies	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced (Create/ Evaluate) 5

	Choose Define Describe Identify Label List Locate Memorize Recognize Select	Classify Confirm Differentiate Discuss Explain Give example Infer Interpret Match Predict Prepare Show Summarize	Assumptions Categorize Compare Demonstrate Dramatize Examine Investigate Order Relate Solve Survey Use	Appraise Compare Consider Debate Defend Inspect Judge Question Recommend Weigh Evidence	Assess Generalize Combine Compose Construct Create Critique Design Develop Formulate Hypothesize Originate Synthesize

Data-driven instruction utilizing a data management system such as PowerSchool or other admin created data tracking tool, school leaders track individual, subgroup, classroom and whole school academic growth and identify and analyze any gaps or patterns. School leaders are also able to access teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice. Grade level teams are provided with common planning time that they use to examine data at least monthly. Any problematic data trends are directly addressed through meetings with individual teachers, and through the examination of policies or practices that may need to be changed.

The various online curriculum we utilize provide a rich array of data points about each student in real time, including mastery of specific content strands and standards, while helping teachers identify which students need extra support or intervention, including re-teaching.

Powerschool, Lexia, and Google Classroom also allows parents and students real-time access to student's grades, both cumulative and on an assignment-by-assignment basis, and student attendance records. As students become self-directed learners, they learn to track their own progress and reflect on their accomplishments and challenges in meeting their own goals for each quarter.

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37 Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* New York: Longman

38 Bloom, B., The Taxonomy of Educational Objectives *(*2nd Ed. 1984. Boston: Addison Wesley Publishing)

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM ENSURES STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

As detailed above, the entire content of LbD's curriculum start with the California state standards, including CCSS and NGSS, as its foundation. Units are explicitly designed to ensure all grade-level standards are met. LbD recognizes the importance of regular, ongoing professional development in the continued implementation of the CCSS and realizes the importance of keeping abreast of CCSS developments, new publications and requirements.

HOW THE INSTRUCTIONAL PROGRAM SUPPORTS STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

Technology is fully integrated into our instructional program, as we view computers as a basic learning tool, much like a pencil or box of crayons, that gives both students and teachers valuable ways to explore, deepen, extend, and communicate skills and ideas. Students use computers and tablets to gather and share information, as well as practice and develop a variety of academic skills. Teachers use technology to design many of their projects, assignments, and handouts. Technology projects go far beyond researching on the Internet and typing stories, as our students create things such as podcasts, animations, and video games to enrich their learning experiences. The three fundamental philosophical principles for using computers are:

- Computers are used as a knowledge medium rather than an instructional delivery system.
- Computers are used to create mental bridges between hands-on knowledge and symbolic knowledge.
- Technology is driven by the curricular needs and classroom use. Computers serve as an amplifying medium for the concepts brought forth from the curriculum.

All students have access to Chromebooks for school use (2:1). Our youngest students become comfortable with technology through fun, interactive game-based programs with dynamic visuals that develop core content knowledge simultaneously with technology usage skills. Basic keyboarding skills, document, presentation and online database skills are aught both explicitly and inherently as students engage with the curriculum. Students will use these devices to support their personalized on-line learning as well as for creating documents, coding lessons, storing work in digital portfolios, and other projects that can be enhanced using digital devices. Staff set benchmarks in technical knowledge to be mastered in each grade level – including principles of digital citizenship and online responsibility and integrity -- within the existing curriculum – these skills are explicitly taught both during Innovation/Enrichment Blocks as well as core subject courses (e.g., an English class might include specific instruction on internet research and citation skills, using Word, etc.). These benchmarks will be referenced against ISTE standards and will incorporate California's new Computer Science standards when these are released (expected 2019).

19. NOT APPLICABLE

TRANSITIONAL KINDERGARTEN PROGRAM

LbD incorporates a strong transitional kindergarten (TK) program for any student whose fourth birthday falls between September 1st and December 1st, with curriculum, Tools of the Mind, that is aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)).

LbD complies with teacher credential requirements for TK classrooms, specifically, teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

The school calendar shares nearly all vacations and holidays with the Los Angeles Unified School District and includes 180 days of school instruction and more than the minimum minutes of instruction for each grade level (36,000 for Kindergarten; 50,400 minutes for grades 1-3; and 54,000 for grades 4-5). The following is a preliminary Academic Calendar for the, 2026-2027 school year:

LEARNING BY DESIGN

Academic Calendar | 2026 - 2027

August 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Trimester 1	Trimester 2	Trimester 3
August 12	November 9	March 8
to	to	to
November 6	March 5	June 4
(60 days)	(62 days)	(58 days)

First/Last Day of School
Holiday/No School
Pupil Free Day/Professional Development
Parent Conferences/Report Cards
Final Report Card

SAMPLE DAILY SCHEDULES

Each Wednesday, students in all grades are dismissed at 1:15pm so that teachers can participate in two hours of professional development and common planning time.

One note about the schedule: our schedule includes long blocks of learning time to accommodate our flex-rotational model, yet we also recognize that young bodies need to move and young brains need a break. “Brain Breaks” in the middle of the core instructional block each day will include fun, active, physical yet educational games and activities that get the children moving and help to break up the morning.39 Teachers may have students toss a rubber band ball from one to the next, each calling out a letter to spell the word the teacher said, or do a dance that involves a

LEARNING BY DESIGN

Learning by Design Charter School
Bell Schedule
2024-2025

PRIMARY BELL SCHEDULE TRANSITIONAL KINDERGARTEN. KINDERGARTEN, FIRST GRADE, SECOND GRADE					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00am - 8:15am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15am - 9:45am Literacy Block	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
9:45am - 10:05am	Snack Recess	Snack Recess	Snack Recess	Snack Recess	Snack Recess
10:05am - 11:05am Math Block	Math	Math	Math	Math	Math
11:05am - 12:05pm	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science
12:05pm - 12:45pm	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
12:45pm - 3:00pm Rotations Block	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall	12:45pm – 1:15pm Study Hall *1:15pm Dismissal*	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall

INTERMEDIATE BELL SCHEDULE 3RD GRADE, FOURTH GRADE, FIFTH GRADE					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00am - 8:15am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15am - 10:05am Literacy Block	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
10:05am - 10:25am	Snack Recess	Snack Recess	Snack Recess	Snack Recess	Snack Recess
10:25am - 11:25am Math Block	Math	Math	Math	Math	Math
11:25am - 12:25pm	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science
12:25pm - 1:05pm	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
1:05pm - 3:00pm Rotations Block	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall	Rotations: Arts Enrichment/ Innovation Lab PE/ Garden/Study Hall	*1:15pm Dismissal*	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall

math pattern.

39 See, e.g., https://www.weareteachers.com/21-awesome-ways-to-get-your-students-moving-during-learning- center-time/

INSTRUCTIONAL MINUTES

LbD exceeds the required number of instructional minutes set forth in the California Education Code. LbD will offer 180 total days of instruction.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	144	350	36	250					180	36000	59400	23400
1	Yes	144	350	36	250					180	50400	59400	9000
2	Yes	144	350	36	250					180	50400	59400	9000
3	Yes	144	350	36	250					180	50400	59400	9000
4	Yes	144	350	36	250					180	54000	59400	5400
5	Yes	144	350	36	250					180	54000	59400	5400
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

EARLY COLLEGE (NOT APPLICABLE)

PROFESSIONAL DEVELOPMENT

Professional development and coaching is a critical aspect of operations. LbD believes in providing ample time, support and resources to teachers through a high-quality Professional Learning Committee (PLC) model, where internal expertise is continuously shared with other teachers regarding curriculum, instruction, assessment, and behavior management as well as

open-ended discussions about how the

school might best promote student success. The PLC model fosters collaboration to continually improve learning, develop shared values and norms, and ensure greater accountability for results. Through PLCs, instructional staff will analyze student achievement data, conduct reflective inquiry, actively seek and cooperatively implement solutions, and evaluate learning outcomes. PLCs will be a regular and ongoing function of staff meetings. LbD's Principal will lead training in how to conduct and participate effectively in PLCs.

LbD instructional staff will meet for two hours weekly on Wednesdays (early release) with school leaders. Teachers engage in collaborative planning and professional development for two weeks prior to the school first opening in August 2018, and three full days of professional development (PD) throughout the school year. In subsequent years, one week of teacher PD and collaborative planning time occurs each summer. During summer PD, emphasis is placed on ensuring all of our teachers have comprehensive understanding of our instructional methodologies and are able to plan and implement lessons that incorporate our model consistently across classrooms. During the initial weeks of each school year, instructional leaders spend more intensive time visiting classrooms and coaching teachers on pedagogy and instructional methods.

PD is led by our staff, most commonly the Education Director and Executive Director, but also by teachers who develop specific expertise or attend off-site trainings and then in turn train their peers. Outside consultants are also retained to lead teacher PD as needed. PD topics include:

- Charter Petition review and understanding the LbD model and mission
- Common Core State Standards
- Project-Based Learning Overview (based on PBL Works methods)
- Personalized/ Blended learning and small group instruction
- SEL, PBIS and Restorative Practices for Positive Behavior and Discipline
- Responsive Classrooms: Social-Emotional curriculum and strategies
- Formative and summative assessments, including state standardized tests
- RTI Model, Role of the SST, identification of students with special needs, the IEP process, modifications for students with disabilities, available resources (e.g., counseling) for students and families in need
- Strategies for English learners including SDAIE
- Using PowerSchool data system; Collecting, analyzing and using student achievement data to drive classroom instruction
- Health and Safety policies and procedures including emergency protocols, mandated reporter, blood borne pathogens and first aid/CPR training
- School administrative policies and procedures (attendance reporting, student discipline, etc.)
- Way of Council Connection Circles (discipline and classroom management)

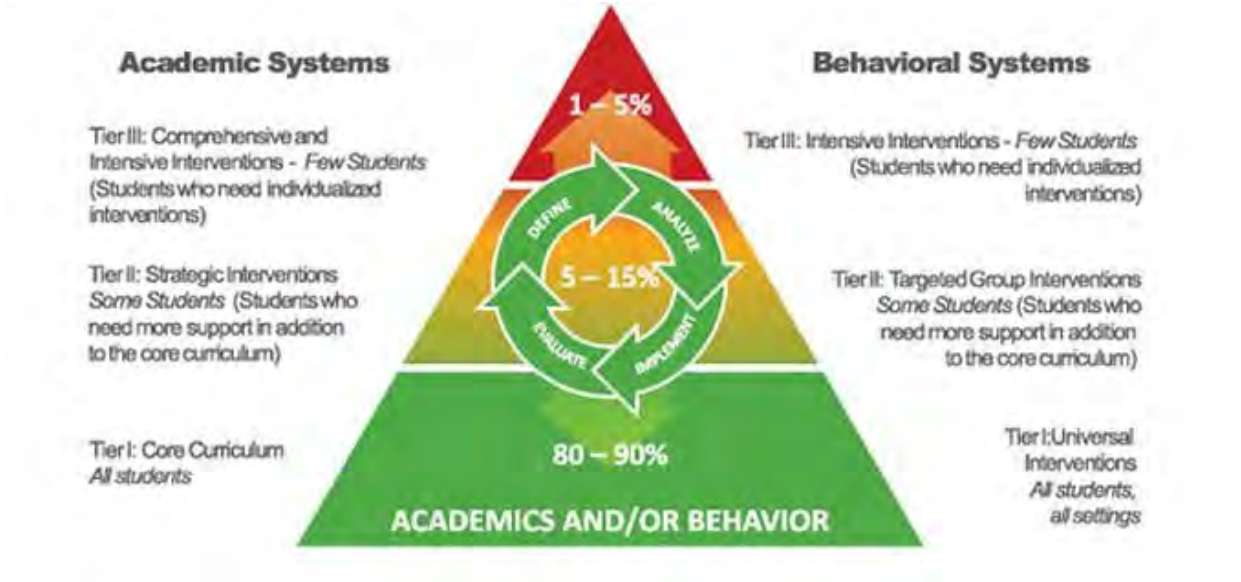
Staff work with school leaders to develop curriculum and assessments, review student

achievement data (with a focus on subgroup performance), and discuss individual students. PDs are utilized in which the teachers come together as a professional learning community to examine student work, lesson or unit plans and give each other supportive and critical feedback. Through ongoing classroom observations, grade level teacher meetings, facilitated discussions around best practices, PLC meetings, analyzing data, and academic planning), teachers continuously collaborate to meet individual, subgroup, grade level and whole school student needs. Teachers also attend off-site training as approved by the Education Director.

MEETING THE NEEDS OF ALL STUDENTS

LbD is built upon a premise of equity – giving each student what they need via a personalized learning experience that supports his/her individual growth and development towards success. As noted above, each student at LbD will have a Personalized Learning Plan, developed in a collaborative effort by the student, teacher and parents/guardians. Through regular check-ins and conferences, teachers and school leaders will continuously monitor the progress of each student toward the goals stated in the PLP, and be able to quickly intervene if additional supports or interventions become necessary. This process is the first step in intervention. Should more supports be needed, LbD will implement its RTI Model of Intervention.

LbD's Response to Intervention Model with integrated systems of leveled support are designed to ensure that the school and community are doing everything possible to make students successful at school. The Response to Intervention (RTI) process is used to provide multi-tiered systems of support for academic and behavioral instruction; where these supports and interventions are not successful in achieving desired results, students may be referred for evaluation for potential special education services and an IEP. The RTI system of support constructs interventions, programs, and services based on student data and student outcomes.



Tier 1 interventions involve providing all students with high quality, differentiated instruction as

part of the regular core instruction in the classroom. As detailed above, through student's individual PLPs, customized "play lists," small Learning Hub groups and more, instruction at LbD is inherently differentiated for all students.

Students who need additional time beyond the regular classroom instruction and who have failed to meet standards, based on formative and diagnostic assessments, will be referred to the Student Support Progress Team (SSPT) and provided Tier 2 interventions. A request for consult with the SSPT can be made by a teacher, administrator, parent or guardian. Tier 2 provides targeted interventions for students who need additional support in addition to core instruction, including more focused time in Learning Hubs, individual and small group tutoring, differentiated materials in their play lists for online learning, and other targeted supports. The SSPT's recommendations, strategies or actions typically will be implemented for a six to eight week progress monitoring period. Progress monitoring and data collection are part of both Tier 1, and Tier 2 intervention. The student progress and data is then analyzed to determine the level of support based on the student outcomes from the interventions.

A small percentage of students require additional support beyond the Tier 2 intervention and are eligible for Tier 3 intervention that is generally more intensive and longer term and occur after and before school. Tier 3 – also coordinated by the SSPT -- provides intensive interventions for students with significant academic or behavioral needs. Tier 3 interventions include "pull out" instruction during enrichment blocks.

The SSPT meetings are coordinated by the Education Director who schedules and oversees all SSPT meetings including inviting parents/guardians to participate – and monitor student progress and follow-up. During the SSPT meeting, the core team (parent, guardian, school personnel, and student) review test scores from current and previous years, review data and progress monitoring from interventions and review student's current behavior, academic, attendance, and social progress. The team identifies student strengths and successes, and then discuss concerns. A copy is given to team members, and a record is put in an SSPT folder in student's cumulative file. During the SSPT meeting, measures are made to ensure the process is individualized with appropriate next steps assigned. The six to eight week RTI progress monitoring is the time to identify student strengths/challenges, work to create solutions, and set or revise goals. A follow up meeting may be scheduled if needed to reevaluate goals or consider Special Education testing as part of the RTI process.

ENGLISH LEARNERS (EL)

Based upon the data from the surrounding neighborhood schools, we expect approximately 22 % of students to be English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. LbD teachers, staff and school leaders communicate to parents in Spanish as needed—but use English instruction for the content areas in the classroom.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. LbD teachers, staff and school leaders will communicate to parents in their home language as needed—but will use English instruction for the content areas in the classroom.

IDENTIFICATION OF ENGLISH LEARNERS

LbD's EL program, which models from the LAUSD English Learner Master Plan, is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level CCSS mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at LbD.

The Intervention/EL Coordinator assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The school notifies parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students are monitored in conjunction with the four new Performance Level Descriptors (PLDs) approved by the State Board of Education:[40]

This document provides the general performance level descriptors (general PLDs) for the English Language Proficiency Assessments for California. These general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the 2012*California English Language Development Standards: Kindergarten Through Grade 12* (PDF).

Following the field tests for the initial assessment (IA) and summative assessment (SA), the specific performance level threshold score recommendations will be submitted to the State Board of Education (SBE) for approval pursuant to California *Education Code* Section 60810(2) after the IA and SA standard settings. These general PLDs are structured so that for the summative assessment, a recommendation to consider an English learner for reclassification would be based on the threshold between level 3 and level 4. For the IA, a student whose IA results fall at or above the threshold between level 3 and level 4 would be considered Initial Fluent English Proficient (IFEP). These recommendations for IFEP and reclassification will be reconsidered by the SBE upon adoption of the specific threshold scores.

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40 Previously, under the CELDT test, there were five proficiency levels. A chart located on the CDE website provides a helpful comparison of the old CELDT test standards compared to the

new ELPAC: http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp.

4	English learners at this level have **fully functional** receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts;
3	English learners at this level have **moderately functional** receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less
2	English learners at this level have **somewhat functional** receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-
1	English learners at this level have **limited functional** receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less

http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp

Parents are notified of their rights and their child's ELPAC scores each year, and will be encouraged to participate in the reclassification process. Parents will be notified when a student is being considered for reclassification and again when they are officially reclassified.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated English language instructional time in small groups daily. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

All LbD teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by LbD will place a

heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. LbD's philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the following practices to support universal access of subject matter content for all
41
students:

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

i. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

ii **Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied
Flowcharts – Students sequence important events in the content studied.
Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.

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41 Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

iii **Beyond**: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for "Beyond":

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around to view other groups' answers.

Quotes – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

HOW THE PROGRAM MEETS THE NEW STATE ELD STANDARDS AND USES THE RESULTS OF THE ELPAC

LbD bases its English Learner support program on the new 2012 California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, LbD teachers and instructional consultants provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level annually. Our Intervention/EL Coordinator will partner with the classroom teachers to include ELD goals on students' learning plans, including specific goals to be met during daily Designated ELD instruction. Additionally, our Intervention/EL Coordinator will assess student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

LbD will ensure that teachers are qualified and supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified, and will place a priority on hiring teacher(s) that are bilingual and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents are notified regarding their child's English Language Development along with ELPAC

scores every progress report or every trimester and/or as often as needed.

SERVICES AND SUPPORTS FOR ENGLISH LEARNERS, INCLUDING INSTRUCTIONAL STRATEGIES AND INTERVENTION

See above. Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. LbD will use assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

LbD provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE and scaffolding. Our Intervention/EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content. As noted above, EL students will have English language tutoring time in small groups twice weekly during the regular ELA period, with focused time devoted to SDAIE strategies incorporated in regular classroom instruction.

PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL'S ENGLISH LEARNER PROGRAM

The Education Director at LbD is responsible for ensuring the quality and success of all instructional programs, and reports to the Board on progress towards academic goals, including serving EL students. The Education Director conducts regular classroom observations and provides feedback and coaching. In addition, the Education Director works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to evaluate student progress by reviewing EL data from formative and summative assessments weekly and monthly, respectively. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders will include the new ELD standards by level 1-4. Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

LbD monitors student mastery of the ELD standards through the use of portfolios. The portfolio is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the LAUSD Master Plan. (LAUSD Reference Guide, 2004). Teachers select assessments and work samples that accurately represent the student's current level of performance based on the CA ELD standards in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The Intervention/EL Coordinator reviews EL portfolios at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of EL portfolio evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Education Director, in collaboration with the Intervention/EL Coordinator, to ensure that classroom teachers carry out the EL Master Plan. The Intervention/EL Coordinator maintains EL portfolios, monitors classroom instruction, updates ELD levels in the LbD Student Information System (PowerSchool), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The Intervention/EL Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she is no longer considered for reclassification despite an overall score of Level 3 or Level 4. Teachers submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders will be initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student Meets or Exceeds standards on the ELA test, he/she will be officially reclassified, and their file will be updated to reflect R-FEP in that academic year. A student will continue to be monitored by the reclassification team for two years after official reclassification.

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED (RFEP) STUDENTS

In order to meet the individual needs of each English learner, the Intervention/EL Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC provides supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a daily designated and integrated ELD instruction that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that LbD provides for all students.

Students are monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors guide LbD teachers as they provide ELs with targeted instruction in English language development as well as

differentiated instruction in academic content areas :

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

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42 http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

English learners continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). LbD will set a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The Intervention/EL Coordinator serves as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator continues to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR AT-RISK ENGLISH LEARNERS

Under California law, Long Term English Learners (LTELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts (or presumably equivalents under the new CAASPP testing) and are failing to progress on the state's English language proficiency exam (AB 2193, Lara). As LbD will only serve six grade levels (TK-5), we will not officially have any designated LTELs. That said, we closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. The Intervention/EL Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. LbD will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

The philosophy of the school is that within a heterogeneously grouped classroom, each student is challenged at his or her own level. This includes gifted students, thus LbD will not segregate GATE students from their peers. LbD will use its beginning of the year diagnostic exams that are administered to all new students as a measure of whether a student is achieving substantially above grade level.

Students identified as potentially gifted are referred for additional evaluation. Teachers, administrators and parents may request an assessment. LbD administers the Otis-Lennon School Ability Test (OLSAT) to all second grade students. Ultimately, the Education Director, in consultation with teachers, review a variety of data and then determines GATE designation. Parents are notified both in writing and in an in-person meeting about the designation and ways in which they can support their child's learning. The progress of gifted and talented students is tracked and monitored by faculty and by school leaders, just as the progress of all students is monitored. Project-Based Learning and Maker-Center Learning is well-suited to GATE students, as is our personalized online learning program that will enable students to progress more quickly as they master content online.

According to Carol Ann Tomlinson, a recognized expert in the field of education for gifted students, "a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given." (Tomlinson, 1995.) LbD will employ many of the strategies recommended by Tomlinson and others for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom's taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products;
- Opportunities for leadership roles and mentoring outside of the classroom.

As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Students are identified as low achieving by multiple measures, including state standardized assessments, in-house benchmarks (NWEA/MAP), or DIBELS scores for K-1 students, teacher observations, low achievement on curriculum assessments, parent input or SSTP recommendations. At- risk students are targeted for specific areas of growth by student goals. The teachers monitor progress using the multiple measures mentioned for students who are identified as academically low achieving that do not show progress after the first quarter review. Students will be recommended to the SST, where appropriate intervention staff will consult for additional interventions and supports through the RTI model, and determine next steps.

Targeted Tier 2 and Tier 3 support for students who are academically low achieving may include:

- ☐ Early intervention in reading during ELA;
- ☐ Tutoring;
- ☐ Focused attention – prepared in consultation with the student and the parent/guardian, if needed in the context of the SSTP process, regarding specific strategies and supports;
- ☐ Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve;
- ☐ Other program modifications and supports as determined by the classroom teacher;
- ☐ More frequent parent-teacher communication and parent involvement;
- ☐ Access to technology at home and school for mastery of target areas of growth (i.e., Lexia Core 5, MyON).

Classroom modifications also may be made to support academically low-achieving students, including using different materials (visual aids, manipulatives, audio materials), using different methods (reading written material aloud to student, guided note-taking, visual cues/modeling), differentiated pacing and assignments, environment changes, testing accommodations and more.

SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is a not a determinate factor in a students' ability to succeed academically. If students that are socioeconomically disadvantaged also are academically low achieving or struggle with learning differences or are identified as English Learners, LbD will utilize strategies described in other sections of this petition. LbD will identify SED students based on free/reduced meal forms at the time of enrollment. Like all other subgroups, school leaders and faculty will monitor the progress of SED students throughout the year by disaggregating test and other assessment data.

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child‘s need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child‘s needs. Our SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Parents will be able to drop-off their children starting at 7:30 a.m. and after-care will be provided (pending funding) until 6:00, both to best serve our students' needs and accommodate working families. In addition, we will connect with local non-profit agencies for referrals for social services if needed by our families.

STUDENTS WITH DISABILITIES

See District Required Language at the beginning of Element 1.

STUDENTS IN OTHER SUBGROUPS

LbD offers a variety of support for students with extraordinary needs, such as foster youth, homeless youth, and more that will be managed by the Senior Manager of Student Supports in the Wellness Center. Our extensive intervention program provides several levels of guidance depending on the need of the student. The SSPT and student's teacher collaborate closely with a student's wrap around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding a student's welfare and progress in school.

As detailed above, our SSPT process and teacher training will ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations.

Element 2 - Measurable Pupil Outcomes and
Element 3 - Method By Which Pupil Progress Toward Outcomes Will Be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(d)(1), 60605.)

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD's Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

At LbD, we believe that assessment of student progress is an essential tool for teacher growth and school-wide improvement. We envision a system of assessment that will bring teachers together to talk about teaching, help teachers learn to teach better, and provide students the opportunity to monitor their growth. At LbD, consistent student assessment – *both formal and informal* – will be emphasized for monitoring student success and meeting content and performance standards. Using a combination of assessment tools, data will be collected and analyzed codifying student progress in all core academic areas.

In order to support our standards based instructional programs and meet our identified student outcomes, assessment measures will take various forms:

1) Formative assessments in the form of teacher developed or selected metrics;
2) LbD benchmark program assessments;
3) National normed referenced assessment (NWEA MAP)
4) State Standardized testing and reporting (CAASPP).

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District Affiliated Charter School, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

In our Mastery-Based approach to learning, formative and summative assessments work hand-in-hand. Students will complete summative assessments (publisher and teacher-created) to demonstrate their mastery of content before they move on to the next lesson or unit. Formative assessments are used as *part of the learning process*, where students (and teachers) see which strands and skills they have mastered and which they need to complete. Whether through online

curricula and ongoing assessments, or through teacher-designed rubrics, even our young students will learn to measure their own performance and progress as they move through the curriculum. Students who fail to demonstrate mastery of a particular skill or competency are given the opportunity to relearn the material in different ways or engage in more practice, including online curricula/skills practice (with either the same, or different items as determined by their teacher), working with teachers in small groups or one-on-one, alternative kinds of scaffolding and support provided by teachers. Students then try once again to demonstrate mastery. This ability to "pause" on material that is challenging before moving on is instrumental in long-term student success.
In this way, our faculty uses a variety of assessments to measure individual students' attainment of state content standards and the objectives of our curriculum. Students will participate in several formal assessments each year, including the NWEA MAP diagnostic assessments. Official checklists and rubrics from the published curriculum programs and online resources will play a major role in teachers' determination of student achievement of standards mastery. More informal assessment techniques will also play a major role including teacher observation, homework samples, written work, project- based rubrics and more.

As students become increasingly able to produce independent work samples such as journal entries, written reports, project work and presentations, these products will also be evaluated by teachers. By the end of the third grade we expect that most students will Meet/Exceed standards in ELA and Math according to the school's identified assessment measures. Ongoing assessment of daily work and formal evaluation using online assessments, scoring guides, tests and checklists will provide the teacher, parent and student with feedback on student achievement and progress. As students progress towards middle grades, student evaluation will become more formal, including student-produced projects, final draft writing, science experiments and presentations of research. Portfolios and projects will be used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Students will be assessed in a summative manner on a weekly basis in the form of a quiz, test (both written and online), essay, research paper, presentation or project.

To make certain that the school's primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments is disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-created, publisher and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. Throughout the year benchmark student achievement data will be analyzed among the school faculty during pupil-free professional development days.

The following chart illustrates the types of assessments administered by subject, grade level, and frequency.

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	TK-5	Daily and /or weekly
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery	TK-5	End of each unit
Writing Rubrics	Assess mastery of grade-level writing	TK-5	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	3-5	Once a year
California Science Test (CAST)	State Assessment in Science	5	Once a year
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	K-5	Beginning, mid- and end-of-year
DIBELS/DRA	Reading Assessment	TK-1	Beginning and end of year
ELPAC	Measure language acquisition	TK-5	Upon enrollment; twice annually
Presentations of Learning	Measure mastery of grade- level content	3-5	End of each quarter

DATA ANALYSIS AND REPORTING

LbD utilizes the highly customizable and integrated Illuminate management system to track and monitor students' progress on classroom and state standardized assessments. PowerSchool includes student information such as registration, attendance, demographics, emergency contacts and more. We will also will utilize Illuminate to collect, analyze, and communicate to parents and other stakeholders a variety of reports on student achievement, including school-wide and subgroup analyses. While the Education Director has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers will receive intensive training on student achievement data and effective usage of Illuminate.

Administrators and teachers regularly analyze student data to identify strengths and weaknesses and create action plans for instruction and determine areas for intervention. This analysis will be done for individual students, as well as subgroups, whole classes, grade levels and schoolwide to help fuel continuous improvements at every level. School leaders and the Board review student achievement data and other metrics (attendance, behavior, survey results, etc.) at least quarterly to assess whether LbD is meeting its annual goals and what additional resources or changes may be needed to ensure the school's success. Through individual report cards, school newsletters/website, Board meeting agendas and minutes and other "official" documents (the LCAP, SARC, etc.) the school will distribute information about the school's progress, successes and challenges to all stakeholders.

The Education Director monitors the progress of all subgroups (particularly English language learners and special education students), and patterns of academic achievement that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends will be directly addressed through meetings with individual teachers, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities.

Data review also will be used by school leaders to assess teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

All teachers consistently analyze standards-based curriculum-embedded data at monthly grade level meetings and staff development sessions. Released time is also be provided on as needed basis. The staff then decides on curriculum calibration *(how well the materials reflect the standards*), and make instructional decisions. Teachers collaborate and design effective small group and differentiated instruction focused on specific strategies.

Grading, Progress Reporting, and Promotion/Retention

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

LbD's grading policy is based on demonstration of mastery of CCSS. Grades include student performance on in-class work, homework, assessments (tests/quizzes – online and offline -- written work, project work), and other components such as participation in group projects and in-class participation. Teachers will formally report student progress to parents four times each year (at the end of each quarter) using progress reports. Teachers will conduct parent conferences twice annually (fall/spring) so that parents have regular opportunities to discuss their child's progress and update the student's PLP personally with his or her teacher. For students that need additional support, an additional parent conference may be held. In addition, parents have access to Illuminate at all times and can login and receive up to the minute, real time grades for their

student.

Student achievement will be evaluated against state standards and the school's stated outcomes and will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. The progress reports will include a score on a scale of 1-4 indicating the student's level of mastery in each standard:

Score	Mastery Level
1	Not yet mastered
2	Nearly mastered
3	Achieved mastery
4	Exceeded mastery

The goal is for every student to prove mastery on each standard, indicated by a score of 3. If a student proves mastery above and beyond grade level, the student will earn a 4 on that standard. In addition to a scale score on a continuum toward mastery, teachers will include verbal narrative evaluations regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at school during parent teacher conferences.

During the summer prior and into the first month of the school's operation, the Education Director and teachers will collaboratively review the report card format, policies and procedures that will be used to report student progress. All instructional staff will receive detailed training about the preparation of these reports during professional development sessions during summer and throughout the year.

Despite various interventions and extra supports (detailed extensively above), if students are still far below grade level (scores of "1" on the grade scale), another possible intervention will be retention. LbD views this as a last resort when, in spite of the aforementioned ongoing interventions, a student cannot exhibit mastery of grade level standards. Parents will be informed through SSPT meetings and in written reports of student progress about possibility of retention by the end of the third quarter (March). Although parents will be informed throughout the process, the final decision for retention rests with the LbD Principal and will be made on a case-by-case basis by the last instructional week in May.

PROMOTION/RETENTION POLICY AND PROCEDURES

Philosophy

The Philosophy of LbD is that all students can learn. We believe that each student is an individual who grows and matures within his/her own unique pattern of development. Varying rates of time are, therefore, needed to accommodate differing developmental growth patterns. This may necessitate a retention or promotion. In promoting or retaining students, decisions for placement will support the opportunity for maximum growth and development of all students.

Implementation

Decisions will be based upon a careful study of individual student needs. A decision will be reached through conference procedures with a standing committee of at least one general education teacher and the Principal.

Other teachers and support staff may become a part of this team as needed. A parent communication plan will be established to inform them of the student's progress throughout the year and strategies that support learning. When a parent is notified that a child is being considered for retention, the parent must be advised of the child's right to a Special Education Evaluation.

The areas of the student's growth which must be considered before recommending retention or promotion are academic progress, social development, emotional development, and physical development. Early elementary (K-2) is the optimum time for retention. A student may be retained only once in grades K – 5. If retention is not sufficient, alternative strategies should be investigated and implemented. A written educational plan will be developed by the Retention/Promotion Committee for the student who is recommended for retention or promotion. Timelines and documentation will be followed as outlined. Special situations such as dramatic changes in behavior or the transfer of a student may cause these timelines and/or documentation to be waived at the discretion of the Committee and/or the Principal.

The responsibility of the Retention/Promotion SSPT Committee is to make sure that a recommendation concerning a child's retention or promotion is based on these procedures. In all instances of retention or promotion, parental opinions will be considered. The decision to implement any of the above shall be placed upon the professional judgment of the Retention/Promotion Committee. The Principal will advise parents of the appeal process in accordance with the established policy.

Element 4 - Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As a District Affiliated Charter School, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

If the charter school has a separate charter school Governing Council [**N/A**]

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School's Governing Council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Region and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Region and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a District Affiliated Charter School, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary

Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

GOVERNANCE STRUCTURE

LbD is a direct-funded independent charter school, operated by Learning by Design, Inc. (LbD, Inc.), a California Nonprofit Public Benefit Corporation with 501(c)(3) status from the IRS, pursuant to California law. LbD will be governed by the LbD Board of Directors ("Board") in accordance with California's Charter Schools Act, the Nonprofit Public Benefit Corporation Law, the corporation's Bylaws and the terms of this charter.

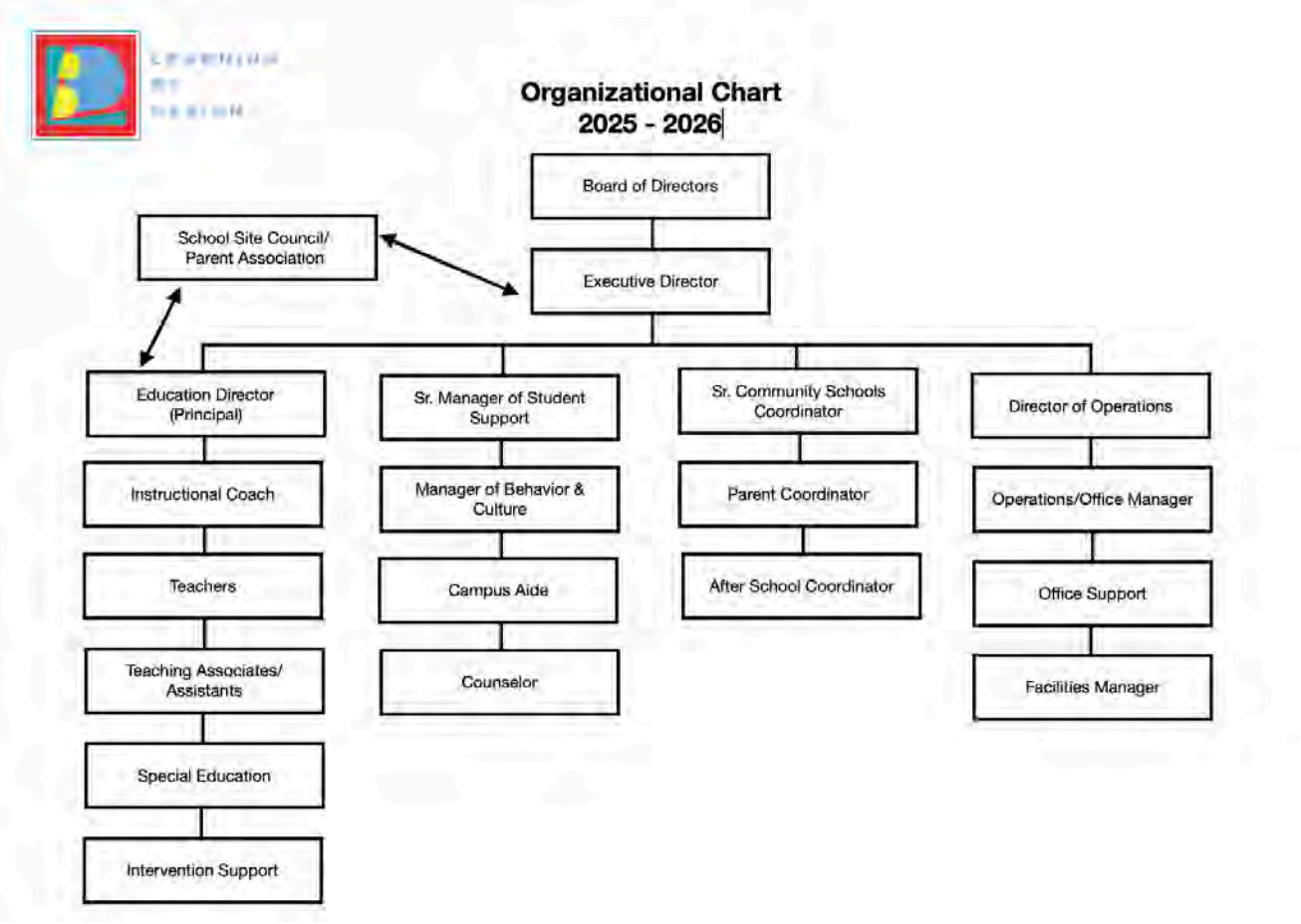
LbD operates autonomously from LAUSD with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and LbD.

LbD is governed by the Board of Directors, which maintains active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

The LbD Board of Directors is a policy-making board and supervises the leadership of the school. The Board delegates all school management decisions such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy to the Executive Director.

The LbD Board of Directors has created a functioning structure that supports educational goals through a vigorous process of decision-making and consensus building, in which representatives from all stakeholder groups such as parents, teachers, community and staff are present. The Board shall have ultimate responsibility for the overall operation of the school, while the Executive Director manages the day-to-day activities of the school. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

1. ORGANIZATIONAL CHART



Major Roles and Responsibilities

Board of Directors

The LbD Board of Directors is fully responsible for the operation and fiscal affairs of LbD including, but not limited to, the following:

- Hire and evaluate the Executive Director
- Approve all contractual agreements and purchases over $25,000. The Executive Director approves invoices and purchases for $25,000 or less.
- Approve and monitor the implementation of general policies of LbD.
- Approve and monitor LbD's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of LbD and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices. An Audit Committee may be convened for this purpose.
- Regularly review progress of both student and staff performance. Develop, review, or revise LbD's accountability and mission.

- Approve the school calendar and schedule of Board meetings.
- Develop Board policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which LbD is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of LbD any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The LbD Board of Directors attends an annual in-service for the purposes of training individual Governing Board on their responsibilities, including compliance with the Brown Act, Conflicts of Interest, and fiscal and academic oversight.

The implementation of the Board's decisions is carried out by the Executive Director and the School's administration, such as Education Director and the Director of Operations and Financial Manager.

The Executive Director reports to the Board and is specifically responsible for strategic development, implementation, and management of all aspects of the Charter School's performance and operations, including:

- Implementing and overseeing the instructional program in alignment with the charter.
- Providing teachers professional development and instructional support and facilitating weekly professional development/staff meetings.
- Developing and implementing a plan that ensures student achievement which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- Providing individual student support by designing and evaluating student intervention plans, attending IEPs and designing a process for measuring and evaluating student growth.
- Working to build and maintain a strong, positive, results-oriented school culture.

- Planning, facilitating and attending school functions such as parent meetings, open house, parent teacher conferences, fundraisers, etc.
- Develop annual budgets with school site stakeholders for Board approval, oversee finance, payroll and other fiscal operations.
- Support annual audit.
- Oversee compliance including special education, insurance, human resources, and more.
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT).
- Develop and manage school programs, procedures, and policies in alignment with organizational mission.

Full job descriptions and Qualifications for each position are included in Element 5, below.

Governing Board and Member Selection

Composition of the Board

The LbD Board of Directors will consist of at least five (5) and no more than nine (9) voting community representatives including one parent representative.

LbD Board of Directors have diverse and broad experiences in education, school finance, fundraising, facilities, government, and business and legal practices to benefit the Charter School.

Criteria and Process of Selection

Board of Directors shall be selected at an annual meeting of the Board. When a vacancy occurs, as detailed in the LbD Bylaws, a Nominating Committee, comprised of two or more directors, will be appointed by the Chairperson of the Board to identify qualified candidates from the community. Any member of the community may recommend a candidate for consideration to the Nominating Committee. The Nominating Committee shall review the qualifications of candidates, interview them, and determine if the candidate's qualifications meet the current needs of the Board. The Nominating Committee will present a report to the Board with qualifying candidates.

The qualifications for directors are generally: the ability to attend Board meetings, a willingness to actively support and promote LbD, and a dedication to the LbD mission and vision. The Board of Directors must also bring a desired strength to the Board, which the Board may identify (i.e. experience in educational leadership, a background in law, finance or business, organizational management or experience with non-profit organizations).

LbD Board of Directors serve for a renewable term of three (3) years. The District reserves the right to appoint a single representative to the LbD board pursuant to Education Code section 47604(b). No employees of LbD will serve on the Board and no persons serving on the Board may be an "interested person" as specified in the bylaws. All Board Members shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the Board of Directors, the Board may appoint an additional member to ensure that the Board is maintained with an odd number of directors. All directors, except for the representative appointed by the District, shall be designated by the existing Board of Directors.

Officers are elected by the Board of Directors. Neither the secretary nor the treasurer may serve concurrently as the president.

As indicated in applicable governance documents, LbD will comply with conflict of interest laws and District policies related to public entities including Govt. Code 1090 and Political Reform Act.

Board Meetings and Duties

LbD Board of Directors will meet at least five times per year. The annual meeting calendar is prepared and approved by the Board at its annual meeting. This calendar is posted on the school's website. Additional meetings may be scheduled on as needed basis. All meetings will comply with the Brown Act.

All meetings are held within the boundaries of the school community. All meetings are scheduled in advance. All meeting dates, times and agendas are posted in the LbD website and office at least 72 hours prior to the meeting and 24 hours prior to a special meeting. Furthermore, all LbD parents receive notices of the meeting. All Board meeting minutes are recorded, saved on word file, uploaded to the school's website after approval, and kept in a binder in LbD's main office. Board committee meetings will also be held in compliance with the Brown Act requirements.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered. The initial Board shall consist of at least one (1) Directors who shall serve a one-year term, at least two (2) Directors who shall serve a two-year term, and at least two (2) Directors who shall serve a three-year term. The initial Board of Directors shall be as follows:

Per the Bylaws, the Board's Nominating Committee will be responsible for designating qualified candidates for the Board. The Chairman of the Board of Directors, if none, the President will appoint a committee to designate qualified candidates for the election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its reports at least seven (7) days before the date of such designation or at such other times as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by the committee. Current Board members will have looked into local professional networks and other sources and will have reviewed potential board members resumes and backgrounds. Potential board members will be interviewed by current board members. eSelection of future members will be by consent of the Board (via election) to expressly fill positions that work within the needs of LbD and its Board of Directors. Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of LbD. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, and more. Although not required, the Board will strive to create an odd number of Directors for voting purposes. In the event of a tied vote, per Robert's Rule of Order, the Board of Directors will continue to vote until a consensus is met. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

LbD, Inc. will comply with conflict of interest laws related to public entities including Govt. Code

1090 and Political Reform Act.

BOARD MEETINGS AND DUTIES

The Board meets at least five times per year. Additional meetings may be called as necessary. The annual meeting calendar is prepared and approved by the Board at its annual meeting. This calendar is posted on the school's website. Additional meetings may be scheduled on as needed basis. All meetings will comply with the Brown Act.

All meetings are held within the boundaries of the school community. All meetings are scheduled in advance. All meeting dates, times and agendas are posted in the LbD website and office at least 72 hours prior to the meeting and 24 hours prior to a special meeting. Furthermore, all LbD parents receive notices of the meeting.

All Board meeting minutes are recorded, saved on word file, uploaded to the school's website after approval, and kept in a binder in LbD's main office. Board committee meetings will also be held in compliance with the Brown Act requirements.

Agenda Posting

Agendas for regular Board meetings shall be posted 72 hours in advance of such meetings at the School office for public preview and on the Charter School's website. Special meeting agendas shall be posted at least 24 hours in advance of such meetings.

Agenda Distribution

The Board agenda with supporting information for a regular Board meeting will be delivered via email to Board of Directors as soon as is practicable but preferably 72 hours prior to the meeting. For special Board meetings, the agenda and supporting information will be delivered at least 24 hours prior to the meeting. The secretary of the Board is responsible for the distribution of Board packets (which include the official agenda and all supporting information).

In addition to provision of agendas, the Board's complete public agendas shall be provided to those persons or parties who have requested to be placed upon the School's mailing list.

For purposes of providing proper notice under the Brown Act the Board shall comply with the Title III of the Americans with Disabilities Act.

Board of Directors Decision Making Procedures

A majority of the voting of the Board shall constitute a quorum of the Board which is necessary for the Board to transact business. Every decision made by a majority of the Governing Board present at a meeting, duly held, at which a quorum is present is an act of the Board. Governing Board may take action by voting yes, no, or abstaining from voting.

To the extent permitted under the Brown Act, directors of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other

communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting, so long as all participating in the meeting are able to hear one another. Teleconference participation complies with all requirements of the Brown Act (i.e., agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within LAUSD

Directors may participate in a meeting through use of conference telephone, or other electronic transmission in compliance with the Bylaws so long as:

1) Each director participating in the meeting can communicate with all of the other directors concurrently and;
2) Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection specific to, a specific action to be taken by the corporation.
3) For any meeting with board member telephonic participation, the agenda identifies the teleconferenced location and that location is open to the public. The agenda is also posted at the teleconferenced location. All votes taken at a meeting with telephone participation shall be roll call vote. At least a quorum of the board must be present within the jurisdiction of the corporation.

The majority of the authorized directors then in office constitutes a quorum. All matters shall be decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required by the California Nonprofit Public Benefit Corporation Law or by the Articles of Incorporation or Bylaws, except that a meeting at which a quorum is initially present may continue to transact business and when there's less than an a quorum and a decision needs a vote, the meeting will be adjourned to a future date.

STAKEHOLDER INVOLVEMENT

The following committees and councils are a function of the school and serve under the leadership of the administration. They are selected by their respective peers and are not nominated by the Board of Directors. Therefore, these committees and councils are not required to adhere to the Brown Act.

Stakeholder Involvement Process

School-based decision-making at LBD is designed to:

- Ensure that all decisions regarding policy and practice made at LbD have a single focus: to achieve the learning outcomes delineated for students in the charter.
- Ensure that staff is involved in the decision-making process at LbD.

- Ensure that stakeholders (parents, community, and all school personnel) are involved as active partners in the decision-making process.
- Ensure long-term effectiveness of local school control and accountability.
- Ensure that a collaborative, consensus building model is applied to all decision-making processes at LbD.
- Ensure that LbD principal be an integral part of the decision-making process throughout discussions on key issues on a daily basis. If consensus from the Administrative team (Principal and Assistant Principal) on an issue cannot be reached, the Board of Directors will have final authority.

Role of Parents and Staff

To provide opportunities for parents and staff to participate in the decision-making process, the school has established the following council and committees that serve under the direct supervision of the Education Director of the school and are not considered Board of Directors committees.

- School Site Council
- ELAC
- Friends of LbD

Role of Council and Committees

The role of the Education Director in all councils and committees is to help support and maintain the school's vision and also be the conduit to the LbD Board for recommendations or requests. In the interest of creating a large base of input from the staff, and to ensure that grade level and program needs are met, a different representative will be selected for each of the 3 Councils.

During the first 6 weeks of the school year new representatives are elected for the committees by school staff or parents (as appropriate). Recognizing that the first year of teaching is a crucial one, first year teachers are not required to serve on committees, but may do so voluntarily. Interested teachers will be nominated or nominate themselves and the teaching staff will select their representatives. All parents are notified in writing of the opportunity to serve. Individuals who are nominated are elected by secret ballot of the committee.

School Site Council

The day-to-day decisions of LbD will be managed by the School Principal. School Site Council (SSC) recommendations are strictly limited to issues such as: school-wide decision making that supports the vision, student achievement, assessment dates, instructional program review, consensus building, student traffic flows, lunch schedules, etc. This committee advises the Education Director on the aforementioned matters.

SSC teacher representatives, elected by the Education Director and teachers, are committed to serve for a two-year period. Classified and parent representatives are elected once every two years. Classified representatives are elected by their peers and parent representatives will be elected by the parents of LbD. The Friends of LbD representative will facilitate the elections.

SSC meetings are scheduled monthly and on as needed basis.

LbD's underlying belief about shared decision making is that consensus is crucial to building stakeholder buy-in. All recommendations made by the SSC will be made by consensus.

The School Site Council includes:

- 1 Education Director
- 1 Administrative Designee
- 1 or 2 Teacher representatives
- 1 Classified representative
- 1 or 2 Parent representatives

Each year, the Education Director also engages parents, teachers and staff in formulating the school's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School solicits feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web based applications like PowerSchool. The Charter School website is used to house all important documents (LCAP, SARC etc.) providing 24/7 access.

English Learner Advisory Committee (ELAC)

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC will be formed at LbD when the site has 21 or more students of LEP. The ELAC members will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community as long as the minimum percentage requirement for EL parents is maintained. The ELAC advises the Education Director and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

PARENT MEETINGS

Friends of LbD (Friends)

The Friends of LbD acts as an advisory body to the Education Director. Parents are partners in the education of LbD and are encouraged to actively participate in decision making processes of the school. The purpose of Friends is to coordinate all parents 'involvement in the parent center, on campus, as well as participation in parent training workshops. Additionally, Friends recruit volunteers, engage parents in educational issues that affect the school, families, and students, and assist in the fundraising activities for the school. Every enrolled family is welcome to become a member of this group and is encouraged to participate in meetings and activities. Elections will be held once every two years. Friends will be elected by their peers. The Friends meet monthly or as needed.

The Friends of LbD includes:

- 1 Education Director/Administrative Designee
- All parents
- 1 Classified Employee

Friends facilitates open communication among the entire LbD community through monthly meetings where parents share information and have the opportunity to learn more about school activities and educational programming. Meetings feature updates on committee work, parent education events conducted by LbD staff and outside guest speakers, and opportunities for open discussion and mutual support. Friends encourages community participation in school activities

including performances, fundraisers, site beautification projects and other volunteer opportunities. A president of the Friends of LbD will be elected by the membership.. Friends leaders collaborate with the Education Director to maintain a comprehensive list of volunteer opportunities including but not limited to the following:

- Playground supervision before and after school and during recess
- Assisting during school celebrations and events
- Assisting in an enrichment class
- Hospitality (hosting a visiting teacher candidate or speaker)
- Service as “Class Parent”
- Coordinating and chaperoning field trips
- Assisting with fundraisers
- Assisting in the office

While all parents will be encouraged to volunteer to support the school and help foster a strong community, no child will be excluded from the school or any school activities due to the failure of his or her parent or legal guardian volunteer.

In addition, LbD strives to ensure frequent and comprehensive home-school communications. LbD will use a variety of means to communicate effectively with parents, including, but not limited to: Website, Facebook, Newsletter, email, monthly breakfast meetings with Education Director and many other opportunities to connect including family nights and parent training.

Parents, students and staff will use PowerSchool, a school-wide system that allows ready access to students’ attendance, grades, and teacher assignments. We believe that the parent portal will transform the collaborative process among parents and teachers, enabling them to focus on the crux of the student information system - student performance and achievement.

Parents and students are invited to monthly meetings that will include topics such as:

- Preparing your student for success in school
- Common struggles for elementary school students

As detailed in Element 1, the Charter School will engage all stakeholders annually in the development and adoption of the LCAP, including review of progress, goal-setting, and resource allocation.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity in accordance with all applicable legal and District requirements. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee.

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Region administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

Employees' job duties and work basis will be negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

The vision and mission of Learning by Design must be embraced by all stake-holders in its goals for educational excellence for all students. Every stakeholder is accountable for the academic and social growth of our students. LbD shall comply with the requirements for hiring of teachers and paraprofessional as specified by state and federal law.
All teachers at LbD shall be required to possess a CTC credential, permit or other document equivalent to that which in other public schools would be required to hold. Teachers will meet the requirements for employment as stipulated by the California Education Code 47605(1).

EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES

EXECUTIVE DIRECTOR

Reports to: Board of Directors

The Executive Director serves as the leader of the Charter School and assumes responsibilities for the direction of the instructional program, the public image of the organization, and all aspects of operations. This includes continuing to oversee the development and design of the school education program in close collaboration with the Principal, ensuring all efforts and purchases align with the intended mission and vision of the school. The Executive Director will continue fundraising, community outreach, and partnership development. As needed, the Executive

Director takes on the role and responsibilities of the Education Director. The Executive Director will oversee and ensure that all charter school requirements are met, act as the primary liaison with the school district, and oversee all facility matters.

The Executive Director reports directly to the Board of Directors and supervises all charter school programs and operations in accordance with the approved charter petition and Board policies.

Although the Executive Director may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these powers and duties.

Qualifications:

- A Master's Degree from accredited college or university.
- Evidence of successful administrative experience.
- Teaching and/or supervisory experience in educational programs serving students and their families.
- Demonstrated track record to quality education and creative approaches to program management, development and implementation.
- Demonstrated commitment to working with diverse students and families.
- Demonstrated knowledge of evidence based curriculum for grades TK-5.
- A California Teaching Credential or its equivalent.
- A California Administrative Credential or equivalent in experience
- Five years of full-time teaching service.

Preferred Knowledge, Skills, Abilities, and Personal Characteristics:

- Understanding of the Charter School's philosophy and approach to education.
- Knowledge of and ability to recognize and implement the impact of the Charter School Petition, and applicable state and federal laws and regulations.
- A commitment to Charter School's mission and vision and to working collaboratively with staff, parents and Board members to make the best policy decisions possible for the success and longevity of the school and its students.
- Understanding of and sensibility towards a diverse, multi-cultural population of students and experience conducting parent/community outreach.
- Knowledge of the relationship between the Charter school, the authorizing district, the state and federal agencies.
- Knowledge of evidence-based practice for TK/K-5 curriculum, teaching and management techniques, with a focus of achieving basic and advanced academic performance for all students.
- Knowledge of and skill in effective budgetary processes and school finance.
- Ability to establish and maintain cooperative working relationships with community at large, including potential donors and community/stakeholders: staff, faculty, parents, Board, LAUSD.
- Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school's program.
- Ability to integrate Charter School's vision in order to build on and develop its educational program.
- Entrepreneurial ability to manage change and be responsible to community needs.

- Ability to motivate and lead individuals and groups.
- A firm commitment and demonstrated record to quality education and efficient approaches to program management, development and implementation

Responsibilities:

- Oversees adherence to the Charter School's philosophy, mission and vision and serves as the chief administrator of the Charter School.
- Makes reports to the Board on all facets of Charter School operations; advises the Board on the need for new and/revised policies and makes policy recommendations based on data and input from stakeholders and expert consultants (back-office, legal, etc.); collaborates with the Board in strategic planning and goal setting for the charter schools.
- Provide input on the Board meeting agenda and help ensure Brown Act compliance, in conjunction with the Board Chairperson.
- Attend District Board meetings as necessary, as the Charter School representative, and serve as Charter School's primary contact with District representatives.
- Propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
- Establish Charter School procedures designed to carry out Board policies and oversee staff regarding compliance with applicable laws and Charter School policies, including Health and Safety policies and procedures.
- Communicate with legal counsel and any outside consultants.
- Approve all purchase orders and contracts up to $25,000 (LbD Board of Directors approve purchase orders and contracts over $25,000), pay warrants and requisitions and, upon approval, forward on for processing.
- Develop the Charter School budget and any necessary revisions in collaboration with the Principal, Back-Office services provider and stakeholders, and submit to the Board for review and approval.
- Oversees and supports Charter School's Education Director in implementing instructional programs, realizing student achievement goals for grades TK-5.
- Serves as the point person with LAUSD, County, State and other governmental entities; and other community partners, ensuring effective communication and timely reporting.
- Ensures compliance at school site and through all operations with all applicable laws, regulations and District/County/State policies regarding public charter schools.
- Oversees operating budgets, seeks and identifies sources of income and funding resources for school.
- Oversees facilities development and management.
- Attracts new resources to the school.
- Oversees charter renewal process and any necessary Material Revision requests along with the Education Director and Director of Operations and Financial Manager.
- Oversees all required reporting to the District, County, State and other relevant entities (e.g., grant funders), including leading the annual LCAP process.
- Other duties as assigned by the Board.

In Collaboration with the Education Director:

- Recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff in accordance with Board policies and employment contracts.
- Oversee Instructional program and student achievement.
- Guide professional development for staff and faculty.
- Providing effective communication with the community, families and community partners.

EDUCATION DIRECTOR
Reports to: The Executive Director

The LbD Education Director will be an educator with proven, successful results in serving underserved students. He or she will practice a constructivist/project-based approach to curriculum design, and be a collaborative individual who will engage students, parents and teachers at LbD. He or she will be a leader and learner who practices 21st Century skills as outlined in our charter and the California State Frameworks and one who models and believes in service to the community, whether local or global, as the pathway to a successful society.

The Education Director shall act as the instructional leader at LbD and shall be responsible for helping students achieve outcomes as outlined in the educational program. The Education Director, along with the Executive Director, Senior Manager of Student Supports and Senior Community Programs Coordinator, develop and lead professional development as well as oversee the strategic planning of LbD. The Executive Director reports to the Executive Director and the Board.

Qualifications:

- Possession of Elementary Teaching Credential preferred
- Master's Degree from accredited college or university
- 5 years of successful full-time public school certificated service, with no fewer than 3 years as a teacher
- At least one year of administrative experience in a school-based position

Responsibilities:

- Serve as the instructional leader of the Charter School and oversee all instructional staff at the school site and co-supervise all administrative/operational staff in collaboration with the Executive Director.
- Recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff in collaboration with the Executive Director and in accordance with Board policies and employment contracts.
- Support with Testing Coordination
- Organize and lead professional development for teachers and staff.
- Provide leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement; assess progress toward meeting the goals.
- Provide guidance, supervision, and assistance in instructional practices and curriculum and assessment development that is standards-aligned and culturally relevant and responsive to the language, social, and the academic needs of the student population.
- Develop annual performance target goals as part of the LCAP planning and update process in collaboration with school stakeholders; lead ELAC, Advisory Council and all

other parent committees/councils.
- Provide input on the Board meeting agenda to the Executive Director and attend all Board meetings and provide regular updates on student achievement and progress towards annual goals.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Oversee outreach and recruitment, lottery and enrollment, and student/family orientation.
- Attend SST and IEP meetings when necessary.
- Address discipline issues in coordination with teachers and staff, including entering discipline information into student records.
- Coordinate the administration of Standardized Testing, EL program and reclassification.
- Oversee all parent/student/teacher relations, school events, parent communications and workshops and parent volunteers.
- Other duties as assigned by the Board of Directors.

SENIOR COMMUNITY SCHOOLS COORDINATOR

Reports to: Executive Director

The Senior Community Program Coordinator is responsible for all school-based and community programs, partnerships, events and celebrations. This person will engage in fundraising as well as marketing and outreach efforts in collaboration with the Executive Director. This person maintains relationships with vendors and partners and attends community events, council meetings to keep a pulse on community affairs and potential partnerships for the school. This person also serves as the Parent Coordinate and works closely with the Education Director to support parent and stakeholder groups and committees.

Qualifications:

- Bachelor's degree or comparable in experience
- Three years or more of full-time work experience in the field of Community Programs
- Demonstrated success with similar populations
- Entrepreneurial spirit

Responsibilities:

- Plans, executes, oversees and manages LbD Schools and Community Programs, including working closely with all teachers, families and community partners.
- Supports the Education Director with managing parent and stakeholder groups such as SSC, ELAC and Friends of LbD
- Supports with all Fundraising efforts including grant writing
- Managers all community partnerships and vendor relations
- Plans, executes and managers all school-based and community programs, events, and celebrations
- Manages parent volunteers
- Manages all recruitment and outreach efforts
- Creates Marketing and outreach materials and campaigns to increase school visibility and awareness

SENIOR MANAGER OF STUDENT SUPPORTS
Reports to: Executive Director

The Senior Manager of Student Supports will be responsible for providing Counseling and Behavioral Therapy as needed while also designing and implementing the Mental Health Supports and Socio-Emotional Wellness Education Programs school wide.

Qualifications:

- A multi-subject credential or Appropriate Counseling or Behavioral Support certification
- BA or BS (as appropriate) degree
- Understanding of subjects/grade levels assigned
- Knowledge and awareness of innovative and progressive curriculum and instructional learning communities
- Demonstrated success with similar populations

Responsibilities:
The Senior Manager of Student Supports is responsible for developing and implementing school wide programs, systems and processes that support/promote students' Socio-Emotional growth and development, positive behavior and social engagement, emotional regulation, and effective problem solving skills. This person will oversee staff that support student positive behaviors and will work to maintain a positive and restorative school culture and community:

- Lead Professional Development in Restorative Practices, Trauma informed Practices, Connection Circles, Positive Classroom Management methods and systems.
- Work with small groups of students to support with positive behavior development and emotional regulation
- Provides Behavioral Therapy and Counseling as needed (given parental consent)
- Monitor student behaviors and respond/intervene in real time as needed
- Provide support with student and families as needed
- Manage the Zen Den/ Wellness Center
- Manage a team of MSW Fellows and Campus Aides providing training and support in restorative practices and positive behavioral supports
- Lead assemblies for students and families in positive behavior expectations

TEACHERS
Reports to: Education Director

Teachers at LbD are selected based on their experience with and commitment to achieving successful results in serving underserved students. Teachers will practice a constructivist/project-based approach to curriculum design, and be collaborative individuals who will engage students,

parents and their peer teachers at LbD. Teachers report to the Principal. Teachers at LbD are responsible for implementing the instructional mission and vision of the Charter School including:

- *Personalized Curriculum:* Teachers will be responsible for reviewing and analyzing real-time data in order to customize learning paths and create student Playlists to adequately address each student's learning needs and ensure Mastery.
- *Standards-Based Curriculum:* LbD Charter School will offer a rigorous education for all students in alignment with the California State Standards.
- *Technology Integration:* By implementing technology with the curriculum, students will be digitally literate and fluent while using also learning how to effectively utilize technology to successfully pursue academic goals.
- *Community Council:* Students will be given the opportunity to work in small cohort groups as well as connect with their peers during Council to develop their socio-emotional and community awareness and capacity. Teachers will draw from curricula and programs such as Responsive Classrooms, Character Lab and Way of Council to develop and implement this practice in their classrooms and school wide.
- *Interdisciplinary Curriculum*: Students will understand how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers.
- *Project-Based/Maker-Centered Learning:* Teachers will engage students by organizing curricula around central ideas, building on students' prior knowledge, connecting learning to students' lives, and empowering students to demonstrate and express their learning via creations and inventions of their own design.

Qualifications:

Teachers shall meet or exceed all state requirements as applicable. Accordingly, a teacher of core academic subjects must have:

- A current Californian multi-subject credential or have an Intern Credential for no more than three years while actively working toward completion of their state credential, and demonstrated expertise; SpEd teachers must possess an appropriate Special Ed credential; teachers must possess their EL Authorizations.
- Bachelor's degree
- Understanding of subjects/grade levels assigned
- Knowledge of curriculum and instruction
- Demonstrated success with similar populations

Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- A child development permit issued by the CTC.

Responsibilities:

- Responsible for conducting a professional, organized, and learner-centered classroom
- Teach core subjects and enrichments according to curriculum goals developed by the grade level teams. Collaborate with other faculty in delivery of appropriate instructional approaches, working to serve the various learning needs of LbD students.
- Implement curriculum and instruction in a manner consistent with LbD model and mission statement, including understanding, modeling and fostering independent thinking skills, creative problem solving and abstract reasoning. Show empathy and understanding of students.
- Implement data-driven instruction using online learning platforms and differentiation based on data.
- Develop with parents and students a cooperative partnership based on mutual respect and encourage parents to be contributors to their students' education
- Hold parent/student/teacher conferences
- Collaborate as a member of a team, that can include experts from the community, in the design of projects, curriculum and student outcomes
- Implement LbD's classroom management and discipline strategies and keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class
- Maintain records for attendance, submit grades and completed report cards on time, and complete school-wide assessments on time
- Participate in all school community professional development as well as individual professional development in areas identified through evaluations
- Provide leadership to before and after school activities and act as the teacher liaison to select committees
- Follow policies established by LbD Board of Directors as well as applicable laws and regulations
- Other duties as assigned, including evening events at school sit

LEAD TEACHER (when applicable) will assume all responsibilities of the teachers including some of the responsibilities of the Education Director and will participate in the School Advisory Committee meetings and activities.

TEACHING ASSOCIATES/ASSISTANTS

Reports to: Education Director

Qualifications

- High school diploma and minimum 60+ credits towards college degree in Education or AA preferred.
- Basic knowledge of innovative curriculum and instructional practices including online

learning options and experiential learning practices
- Ability to communicate effectively, both orally and in writing
- Oral and written proficiency in Spanish preferred
- Prior teaching assistant experience preferred
- Strong proficiency with the Microsoft Office suite

Responsibilities

- Assist the teacher in planning and implementing lessons and activities with students
- Work with individual or small group of students to support the implementation of Personalized Learning Plans
- Support the implementation and management of Projects and Maker activities
- Assist Curriculum and Innovation Specialist with planning, implementation and integration of Project-based and Maker-Centered lessons and activities in the classroom
- Support with the management and maintenance of the Maker Carts
- Establish and maintain effective, working relationships with children, parents, staff, and program
- Helps monitor and manage flex-rotation during Core learning
- Support the Wellness Coordinator with the implementation of PE, Health and Gardening lessons and activities
- Assists the teacher in planning and maintaining a safe, clean, learning environment and in ensuring the well-being and safety of the children in his/her care.
- Maintains a cooperative attitude of working together with the teacher, volunteers, parents, and program specialists in planning and implementing activities.
- Plans with and assists the teacher in preparing materials and supplies in advance for activities. Assists the teacher in maintaining confidential child classroom portfolios, by collecting monthly samples of children's work.
- Assists the teacher in maintaining a confidential assessment binder, consisting of developmental assessments, individual goals, and observations of progress toward meeting goals. Shares in the development and implementation of written lesson plans with the teacher.
- Performs any other task deemed necessary by the teacher and/Principal.

INTERVENTION/EL COORDINATOR

Reports to: Education Director

The Intervention/EL Coordinator bears full responsibility for the planning and implementation of intervention support to individual and/or groups of students. Also administers all aspects of the English Learner (EL) program. Coordinator is responsible for working with teachers to improve student learning and teacher practice. In close collaboration with the Education Director, the Intervention/EL coordinator plans and implements individual and group professional learning that will expand and refine student understanding.

Qualifications

- Five or more years of classroom experience
- Bachelor's Degree in Education or related field
- Multiple Subject teaching credential
- Must be Bilingual (E/S); BCLAD preferred
- Demonstrate a proven record of success with providing effective intervention supports to students resulting in student growth and achievement
- Experience and demonstrated success with developing and implementing SDAIE strategies and supporting ELD
- Some knowledge and experience with IEP process
- Knowledge of resources available to parents to support intervention efforts.
- Ability to provide in-service training, including curriculum resource to teachers.
- Ability to monitor and evaluate pupil progress by observation and informal assessment.
- Experience and commitment to working collaboratively with staff, parents, and the community.

Responsibilities:

- Develop and implement appropriate educational curriculum and strategies for students with intervention needs, including providing faculty with program and testing modifications
- Work with teachers to design, modify and implement curriculum to meet the individual learning needs of students with disabilities, English Learners (ELs) and other students with special needs.
- Provide direct instruction to individuals and small groups as needed
- Monitor student progress towards achieving instructional objectives and goals on the IEPs
- Coordinate and administer all aspects of the English Learner (EL) program
- Develop, maintain, and participate in Student Support Team meetings for students with special needs, including ELs, students with low academic achievement or behavioral issues, and all students who struggle with access to core curriculum.
- Conduct diagnostic tests and timely assessments of students including completion of the Evaluation Report (ER) and Individual Education Plan (IEP) related paperwork, ELPAC testing and other benchmark and alternative assessments for students with special needs.
- Report quarterly progress on each student to team teachers
- Meet with parents/guardians to communicate results of assessment so that parents can fully understand the assessment results and contribute fully to the SSPT and IEP meetings about their child
- Create welcoming environment for parents participating in any meetings with school personnel regarding student performance
- Participate in the shared decision-making through which the program is administered

by attending faculty meetings and collaborating with others on staff to make the best decisions for the overall school program

- Participate in determining appropriate classroom placement for incoming and transitioning students
- Supervise assigned staff/volunteers/classroom supports effectively.
- Ensuring compliance with state and federal mandates for EL students and students with IEPs

INTERVENTION SUPPORT

Reports to: Education Director

Under the direction of the Intervention/EL Coordinator, the Intervention Support Staff will provide support to student(s) that need academic and EL supports and intervention. The Intervention Support Staff will implement comprehensive academic (literacy and numeracy) intervention plans using proven strategies, deliver small group and independent instruction, participate as a member of the educational team, and assist in designing and implementing all components of the student's individual program. The Intervention Support Staff will dually report to the Intervention/EL Coordinator and School Leadership team.

Qualifications:

- High school diploma required
- 60+ credit hours or a B.A. degree in a field such as education
- Experience working with students with IEPs and with EL students
- Must have knowledge and ability to incorporate academic interventions into daily instruction
- Ability to establish and maintain positive working relationships with teachers, school administrators, parents and students
- Ability to address a wide range of instructional and academic objectives to allow student to successfully access the classroom curriculum and routine
- Basic computer skills
- Good oral and written skills
- Bi-lingual Spanish/English preferred

Responsibilities:

- Adapt classroom activities, assignments and/or materials under the direction of the Teacher and Intervention/EL Coordinator to provide greater access to class activities
- Assist teacher in classroom instruction and with one-on-one intervention support
- Confer with Intervention/EL Coordinator and teacher(s) on a regular basis to assist in evaluation of student progress and/or implementation of student individual progress goals and objectives
- Maintain appropriate documentation, records, and reports
- Maintain confidentiality of students and families as mandated by district, state and

federal regulations
- Participate in school and regional trainings, in-services, and meetings
- Establish and maintain cooperative working relationships with students, staff, and parents
- Other duties as assigned by the Intervention/EL Coordinator or School Administrator.

MANAGER OF BEHAVIOR AND CULTURE

Reports to: Senior Manager of Student Support

Manages and sets the tone for school-wide Positive Culture and behaviors by students. Opens the school in the morning and monitors the playground and classrooms to provide guidance and supervision for students to maintain positive interactions throughout the day. Works collaboratively with the Senior Manager of Student Supports to document behaviors that may require additional attention or triage.

Qualifications:

- 60+ credit hours or a B.A. degree in a field such as education
- Knowledge of PBIS and Restorative Practices
- Knowledge of safety rules and conditions to be maintained by students.
- Knowledge of standards of courtesy and behavior expected of students.
- Ability to maintain acceptable standards of behavior among students.
- Ability to maintain poise, and exercise tact and good judgment.
- Ability to work effectively with school personnel, community representatives, parents, and students.

Responsibilities:

- Perform regularly scheduled non-classroom supervision duties, supervise students in the cafeteria, indoor assembly areas, outdoor eating areas, halls, restrooms, on the playground, and in other areas to which assigned.
- Enforce activity and safety rules in school buildings and on school property.
- Report problems of a serious nature, including recurring behavior problems and safety hazards to the Senior Manager of Student Supports or other designated certificated employee.
- Work with the school staff in alleviating behavior problems occurring during supervision period.
- Assume responsibilities in inclement weather as assigned by the Education Director or other designated certificated employee.
- Support with After School management

CAMPUS AIDE

Reports to: Manager of Behavior and Culture

Qualifications:

- High School Diploma or Equivalent
- Knowledge of safety rules and conditions to be maintained by students.
- Knowledge of standards of courtesy and behavior expected of students.
- Knowledge of games and sports in which students participate.
- Ability to maintain acceptable standards of behavior among students.
- Ability to maintain poise, and exercise tact and good judgment.
- Ability to work effectively with school personnel, community representatives, parents, and students.

Responsibilities:

Assists in maintaining proper environment and student control at school including:

- Perform regularly scheduled non-classroom supervision duties, supervise students in the cafeteria, indoor assembly areas, outdoor eating areas, halls, restrooms, on the playground, and in other areas to which assigned.
- Enforce activity and safety rules in school buildings and on school property.
- Report problems of a serious nature, including recurring behavior problems and safety hazards to the Education Director or other designated certificated employee.
- Work with the school staff in alleviating behavior problems occurring during supervision period.
- Assume responsibilities in inclement weather as assigned by the Principal or other designated certificated employee.
- Perform other duties as assigned including office support as needed.
- Support with After School management

DIRECTOR OF OPERATIONS
Reports to: Executive Director

The Director of Operations will support the day-to-day financial and operational activities of LbD.

Qualifications:

- Bachelor's degree
- Minimum of 2 years of professional experience required
- Spanish language skills preferred
- Prior school or non-profit experience preferred
- Excellent organizational, planning, and implementation skills
- Excellent written and verbal communication skills.
- Ability to multi-task, adapt to changing priorities and meet deadlines
- Highly detail-focused and results-oriented
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students
- Highly proficient in Microsoft Excel, PowerPoint, and Word

- Demonstrated initiative, leadership, and tenacity

Responsibilities:

- Serve as Financial Manager for day to day school operations including budgets, monitoring AP spreadsheets and adhere to the Fiscal Policies and Procedures Handbook.
- Compliance Reporting
- Manage HR and benefits
- Develop and implement clerical and administrative procedures for daily school operations.
- Manage/monitor/supervise office operations.
- Prepare correspondence, reports, bulletins, files, forms, memorandums.
- Act as a liaison between the Administration, Board of Directors and the back-office provider.
- Maintain and execute the Charter School's emergency and safety plans.
- Manage all school-based procurement.
- Track expenses and communicate trends in spending.
- Collect payments, manage deposits, and process credit card recaps.
- Oversee and manage school's food service program.
- Coordinate special events such as field trips and school based fundraisers
- Coordinate travel arrangements as needed
- Manage incident reporting process for student/staff injuries, property loss/damage, and other claims.
- Report payroll, coordinate with benefits provider and act as liaison between employees and benefits providers.
- Serve as a liaison between the school and vendors.
- Maintain and update online student enrollment.
- Organize public lottery.
- Other duties as assigned.

OPERATIONS/OFFICE MANAGER

Reports to: Director of Operations

Qualifications

- High School Diploma; Associate's degree preferred
- Oral and written proficiency in Spanish required
- Prior school administrative experience preferred
- Strong proficiency with the Microsoft Office suite
- Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills

- Ability to communicate and interact effectively with multiple constituencies

Responsibilities

- Answer telephones and greet guests
- Organize, secure, and maintain the reception area
- Attend to student needs and injuries
- Clear student absences, run Illuminate reports, make daily attendance calls
- Assist with student enrollment and lottery
- Prepare correspondence, reports, bulletins, files, forms, memorandums, and perform other clerical and administrative duties as assigned by the Principal or Office Operations and Finance Manager
- Maintain student emergency cards and health records and ensure confidentiality
- Request, send, and maintain cumulative records
- Other duties as assigned.

FACILITIES MANAGER
Reports to: Director of Operations

Maintains assigned areas of buildings and grounds in a clean, sanitary, and safe condition.

Qualifications

- High School Diploma

Responsibilities

- Sweeps, dusts, cleans, scrubs, strips, seals, waxes, polishes, and mops floors in classrooms, kitchen, cafeteria, bathrooms, offices, and similar facilities.
- Operates equipment, such as floor polishing and scrubbing machines, wall washing machines, steam shampooers, vacuum cleaners, yard vacuums, lawn mowers, lawn edgers, weed eaters, and power sweepers.
- Services soap dispensers, towel boxes, and similar facilities.
- Sweeps and hoses blacktops, playgrounds, sidewalks, and parkways.
- Receives, checks, and delivers custodial and instructional supplies
- Locks and unlocks doors, gates, windows, transoms, and storerooms. Assists in providing security for buildings and grounds, contacts proper authority for assistance as needed, and may escort authorized and unauthorized persons in and from buildings and grounds.
- Keeps records relative to equipment and furniture.
- Identifies and reports information regarding vandalism, theft, fire damage, and floods, and identifies, records, and reports maintenance needs.
- Makes minor repairs to building hardware, plumbing, woodwork, building equipment, and furniture.
- Performs related duties as assigned.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee–to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq., as well as applicable District policy, at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District Affiliated Charter School, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Education Code section 234 *et seq*. and related District policies and procedures.

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

CUSTODIAN(S) OF RECORDS

The Executive Director will serve as the Custodian of Records for LbD.

The Executive Director will serve as the Custodian of Records and the Director of Operations will serve as a secondary Custodian of Records.

STUDENT HEALTH AND WELLNESS

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, LbD will offer the National School Lunch Program, and provides a nutritious breakfast, hot lunch and snack program via a third-party vendor. LbD will provide Wellness Education for all students, including P.E. for 200 minutes for every 10 school days. The importance of a healthy mind and body is emphasized at the LbD. Through the support of our Wellness Coordinator, our goal is for all students to improve their motor skills, understand good sportsmanship, and gain self-confidence and body awareness as they continue to grow and develop over time. Gardening also will be an important part of our curriculum, combining concepts in wellness, science, math, arts, history, writing and more into enriching experiences for our urban students. LbD's Wellness Coordinator will work with teachers to integrate gardening with other subjects.

AT LbD we believe in teaching students healthy habits. We partner with Schools in Action to provide healthy, balanced meals and snacks. Our students are provided meals with whole grains, quality protein, high vegetable content, and fresh fruit. Sodium, fat, and sugar are limited in student meals. There are no artificial colors, flavors, or sweeteners, high fructose corn syrup, artificial trans fats, or hydrogenated oils in these kid-friendly meals. We have a lunch and snack policy for students bringing their own food, and share our rationale with families at our parent orientation. We also provide them with suggestions and tips to help with meal planning. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. Food and beverages served at the Charter School will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

Physical Education is an important component of our instructional program. We believe it is important for students to be active and to build healthy habits from a young age. Scholars participate in 200 minutes of PE in every ten (10) days. This program not only involves physical activity, but health instruction to teach students how to keep their hearts and minds healthy. The importance of a healthy mind and body is emphasized at the LbD. Through the support of our Wellness Coordinator, our goal is for all students to improve their motor skills, understand good sportsmanship, and gain self-confidence and body awareness as they continue to grow and develop over time. Gardening also will be an important part of our curriculum, combining concepts in wellness, science, math, arts, history, writing and more into enriching experiences for our urban students. LbD's Wellness Coordinator will work with teachers to integrate gardening with other subjects.

School Comprehensive Safety Plan

The Charter School shall adopt a School Comprehensive Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conductive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

COURT-ORDERED INTEGRATION

Recruitment Method

LbD makes every effort to recruit students of various racial and ethnic groups so as to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD.

We have identified the following local organizations in Hyde Park for targeted outreach efforts: Marcus Garvey Pre-School

- Hyde Park Children's Center
- From the Heart Preschool & Enrichment Center Academy for Early Learning Inc.
- Viewpark Brighter Future
- Hidden Gems Pre School and Enrichment Center Ivy League Christian Preschool
- Buckner Educational Christian
- Golden Day Schools
- Definitely Learning Infant Center and PreSchool Milestones Preschool
- Cii-Chesterfield Head Start-State Preschool Child Care A Bright Beginning Preschool
- Flores Family Child Care Music Garden Child Care Candy Lane Child Care Center
- Sleepytime 24 Hour Child Care Margie's Day Care
- Children Youth and Family Youth Justice Coalition Urban City Youth

- West Angeles Youth Center Alvin Leonard Youth & Family Youth N Motion
- People Who Care Youth Ctr Eggelston Family Service Community Build Inc.
- 50th Street Girl & Boy Scouts
- House of God Apostolic Church Inc. Church of Nazarene
- Lincoln Memorial Congregation Church Ebenezer Inglesia Adventista del Septimo Saint Cecilia Catholic Church
- Apostolic Faith Church Crusaders Christian Community
- The Church of Jesus Christ of Latter-day Saints Blessed Family Covenant Church
- St. John Chrysostom Church Blessed Family Covenant Church Shabach Four Square Church Robbins Memorial Church of God Inglewood Community Church

Recruitment efforts will include, but are not necessarily limited to:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process, including several months of outreach activities, open houses and informational meetings (August – March); an application period with a clearly published deadline; lottery (as necessary); and enrollment period.
- The development of promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the District.
  The appropriate development of promotional and informational materials in languages other than English, including Spanish, to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups, day care/preschools (including Head Start), agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district.

Hosted Community Open Houses

Learning by Design Charter School holds Open Houses and tours that are open to the general public and will equip parents to make informed decisions about enrolling their children at the school. Interested families will be invited to provide information including names, addresses, telephone numbers and email addresses. Translation services will be provided on as needed basis.

Electronic Media

LbD will post on its website recruitment materials as well as online registration materials. The location, date and time of the open forums and presentations will be posted on the school's website at (www.araratcharterschool.com) In addition, posted on the website will be information about the school's instructional model as well as contact information for parents seeking more information.

LbD realizes that students and their families are the best ambassadors of the program. As the school grows and develops, LbD families will be asked to tell their friends, neighbors, and community about the new school. Local events, local media, fliers and more will all help to spread

the word; school staff will meet with leaders of local preschools and day care centers to inform them about the new school.

LbD will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. LbD will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with subdivision (e)." **(Ed. Code § 47605(c)(5)(H).)**

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School's first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School's existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School ("resident students") shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region administration as well as the District's School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School's former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent/guardian used fraudulent address information to establish resident status within Charter School's former attendance boundary to gain enrollment prior to the school's conversion to a District Affiliated Charter School, or to gain enrollment through an admission preference in Charter School's lottery and enrollment process, the student may be withdrawn and referred back to their school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Student Recruitment

LbD will make every effort to encourage and recruit students of various racial and ethnic groups, socioeconomically disadvantaged students, students with disabilities, students with a history of low academic performance, as well as girls who traditionally have not been drawn to the

technology field. LbD will maintain an outreach program to inform prospective students about the opportunities at LbD and will continuously monitor the success of specific efforts and the broader program to ensure that "hard to reach" students are included.

As detailed in Element 7, LbD's outreach plan includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic balance among students that is reflective of the general population of the District, with a focus on targeted recruitment of students who are academically low achieving and SpEd students who may benefit from our alternative, personalized model, as well as socio-economically disadvantaged residents (the majority of residents in our target neighborhood):

Advertisements about LbD informational meetings and Open Houses will be placed in local English and Spanish language newspapers in the late summer. Informational meetings for interested families will be held August - March.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll.

Prospective students who reside within the former attendance area (boundaries[1]) of Charter School ("resident students") shall have ***first*** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD's Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

[1] For all District Affiliated Charter Schools, which are conversion charter schools, the term "former attendance area (South Los Angeles)" includes those sending areas designated under the District's Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

- **LAUSD Students**
  - □ Siblings

    Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have ***second*** admission preference.

  - □ Other LAUSD Students

    All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have ***third*** admission preference.

- **California Students**
  - □ Siblings

    Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have ***fourth*** admissions preference.

  - □ Other California Students

    Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the auditorium or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, (see page 147).

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and Regional Center meetings, that notifies parents/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state

laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

Charter School shall not require a parent/guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation (i.e., District application portal)of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

ADMISSION REQUIREMENTS & PREFERENCES

LbD is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school is open to any resident of the State of California.

Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

LbD will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Learning by Design Charter School is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other "risk factors." If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements

STUDENT RECRUITMENT

LbD will make every effort to encourage and recruit students of various racial and ethnic groups, socioeconomically disadvantaged students, students with disabilities, students with a history of low academic performance, as well as girls who traditionally have not been drawn to the technology field. LbD will maintain an outreach program to inform prospective students about the opportunities at LbD and will continuously monitor the success of specific efforts and the broader program to ensure that "hard to reach" students are included.

As detailed in Element 7, LbD's outreach plan includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic balance among students that is reflective of the general population of the District, with a focus on targeted recruitment of students who are academically low achieving and SpEd students who may benefit from our alternative, personalized model, as well as socio-economically disadvantaged residents (the majority of residents in our target neighborhood):

Advertisements about LbD informational meetings and Open Houses will be placed in local English and Spanish language newspapers in the late summer. Informational meetings for interested families will be held August - March.

LOTTERY PREFERENCES AND PROCEDURES

Should the number of pupils who wish to attend LbD exceed space available, a public random lottery will take place to determine the school enrollment in accordance to Education Code section 47605(d)(2)(B) and all federal requirements. Students currently attending the school are exempt from the lottery and their siblings will be given preference from the lottery.

Preferences
In the event at a public random drawing is necessary to determine admission to LbD, the Charter School will utilize admission preferences in order of priority:

1. Siblings of admitted students
2. Children of teachers and staff not to exceed 10% of total enrollment
3. Residents of the District

No other admissions preferences will be given.

Procedures
LbD will use the following procedures for any admission lottery:

- Only applications received prior to the deadline will be included in the public random drawing.
- The lottery will be held on at the LbD facilities.
- All prospective applicants will be notified on the Lottery Application Form of the date and the time of the lottery.
- Applicants will be drawn publicly at random. During the same public random drawing, once enrollment is reached, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.
- All families will be notified via email and online posting of the results within one week after the lottery date. The notification will indicate whether the child was accepted or waitlisted, and if waitlisted, the number of the seat the child occupies on the waiting list. Within two weeks following the lottery, students who are offered spots are notified via email and are asked by the Office Staff to complete an Enrollment Packet within two weeks to secure their spot. School staff are available to assist families in completing this paperwork if needed. Students who are on the wait list are notified of their status via email and posting on the school website.
- Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Openings that occur during the school year are filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families are contacted by the Office Staff in the order of the wait list and are given 48 hours to decide whether or not to verbally accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.
- The waitlist for the current school year remains active until the end of the school year and does not “roll over”; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.
- All lottery related records will be kept on file.

School staff will be available to assist families in completing this paperwork if needed. Students

who are placed on the wait list will be notified of their status in writing. Upon enrollment, the following is required:

- Parent signature of Parent/Student Handbook agreement form
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Parent attendance at a school orientation meeting is encouraged but not required for enrollment.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(c)(5)(I).)**

As a District Affiliated Charter School, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of LbD to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any staff of the corporation.
- In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller's list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract.
- The Executive Director will work with the auditor and back-office firm to ensure the auditor receives all requested information.
- At the conclusion of the audit, the Principal and the Audit Committee will be responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the Board of Directors with recommendations on how to resolve them.
- The Board will review and approve the audit no later than December 15.
- The Board will submit a report to the District describing how the exceptions or deficiencies (if any) have been or will be resolved to the satisfaction of the District along with an anticipated timeline.
- The Principal will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(c)(5)(J).)**

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g., truancy or excessive tardiness.

Charter School acknowledges that the District's Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN-FREE SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

DISCIPLINE POLICY

LbD will adhere to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. While based on LbD's successful discipline policies for students at the high school level, in order to ensure stakeholder "buy-in," the school-wide discipline policies at LbD will be developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment, modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required. This policy will include, but is not limited to the students' rights and responsibilities while on school grounds as well as the school's suspension and expulsion policies. LbD will focus on a positive school climate consistent with the District's School Climate Bill of Rights resolution. We use alternatives to suspensions to support students when behavioral missteps occur, including advising and counseling students,

detention during and after school, and the use of alternative educational environments. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process.

Upon enrollment and at the beginning of each school year, LbD families will each receive a copy of the Student and Parent Information Packet sent to each family at the beginning of the school year. School staff also will review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior and how to understand, distinguish, and address different types of behaviors. Management strategies focus on proactive, rather than reactive strategies, and will focus on empowering students to evaluate their own behaviors and make responsible decisions. The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers will use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion.

Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Detention during or after school
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended students shall be excluded from all school and school-related activities unless otherwise agreed by the Principal during the period of suspension.

Any student who engages in repeated violations of the Charter School's behavioral expectations,

or a single severe infraction, will be requested to attend a meeting with the Principal or his/her designee and the student's parents. The Principal (or his/her designee) will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Certain offenses will result in in-school suspension while other more serious violations will result in out- of-school suspensions. Only the most egregious violations will be considered grounds for expulsion.
Suspended students will also be responsible for making up all missed work within specified timetable.

In creating the LbD discipline policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion; modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required.

CAUSE FOR SUSPENSION AND EXPULSION

A student may be suspended or expelled for –conduct related to school activity or school attendance occurring anytime including but not limited to any of the following: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Mandatory Expulsion/Suspension: It is a federal mandate that a school expel, for a period of not less than one year any student who is determined to have brought a firearm to school.

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

- possession of a firearm
- brandishing of a knife
- possession of a controlled substance
- sexual assault or battery, and
- possession of an explosive
- sexual assault/battery: Any student who commits or attempts to commit a sexual assault or who commits a sexual battery must be recommended for expulsion, regardless of grade level. In some instances, sexual harassment, sexual battery or sexual assault may also constitute child abuse. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner. If child abuse is

suspected or alleged, a suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

Discretionary Expulsion/Suspension

In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property.
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Education Code Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Robbery or extortion
- Assault or batter upon any school employee
- Sold, furnished or offered a substitute substance represented as a controlled substance

- Possession of an imitation firearm
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

PROCESS FOR SUSPENSION AND/OR EXPULSION

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process. Only the Executive Director and/or Education Director is authorized to suspend students.

In-School Suspension
In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

Family Conference
Suspension shall be preceded by a conference conducted by the Principal with the student and his/her parent or guardian. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by LbD as soon as possible.

Notice to Parents/Guardians
At the time of suspension, the Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will contain the date and time the student may return to school. If the Principal wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

Length of Suspension
The length of the out of school and in school suspensions will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days unless a recommendation has been made by the Principal and agreed to by the student's parent/guardian. The total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days in any school year, or more than 10 days for a

student with an IEP, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

The teacher of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office. Students will take all tests missed upon their return to school.

Recommendations for Expulsion

Students will be recommended for expulsion if the Principal finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the recommended expulsion.

The Principal will prepare a written notice of the hearing, which will be emailed and mailed, to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date, time and place of the hearing
- A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or other advocate.
- Right of postponement
- Presentation and cross examination of witnessed and other evidence
- Information regarding reasonable accommodations and language support

Upon a recommendation of expulsion by the Principal or Principal's designee which would be the Executive Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending

the results of an expulsion hearing. The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher(s) during their suspension and be provided the opportunity to make up any missed exams.

The hearing will be presided over by an Administrative Panel appointed by the Board of Directors. The Administrative Panel will consist of three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board in order to ensure impartiality.

The decision of the Administrative Panel shall be in the form of written findings of fact within ten days and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program. Following a decision of the Administrative Panel to expel, the Principal shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. A notice shall also include the following:

- Notice of the specific offense(s) committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School
- Terms of expulsion
- Rehabilitation Plan
- Criteria for Rehabilitation plan
- Eligibility date for reinstatement
- Notice of appeal rights/procedures.

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Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel conducting the hearing from exercising its discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination during the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.

APPEAL OF SUSPENSION OR EXPULSION

Parents will be notified by the Principal through a telephone call and in writing at the time of enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the Principal. A suspension appeal may be made in writing to the Board Chair within ten days of the suspension. Immediately following the request to appeal the suspension, the Board Chair will meet with the parent/guardian to hear their evidence as to why the student should not be suspended. Following the meeting, the Board Chair will determine whether to uphold or deny the request to suspend. The parent/guardian and Principal will be notified within 24 hours of the final decision. Following due consideration of the facts and safety of students, a decision by the Board Chair regarding student suspension will be considered final. If the Board Chair reverses a decision to suspend, the student will be returned to class and record of his/her suspension will be deleted.

An expulsion may be appealed to the Board of Directors within ten working days and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the Board of Directors and the family will have a meaningful opportunity in the appeal process,

including by making written and verbal testimony, to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The appeal decision of the Board of Directors will be impartial and final. LbD will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents. LbD will provide support and will help facilitate family's with enrolling in the educational options (i.e. access to education, including preparing a list of educational options for the student) to expelled students and their families to facilitate continued access to education.

Reinstatement and Readmission

The readmission process will include a meeting with the Principal to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal shall make a recommendation to the Board of Directors for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. LbD is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. LbD shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The Board of Directors shall review the reinstatement documentation and vote to reinstate or not. If the Board votes to reinstate the student, LbD shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." **(Ed. Code § 47605(c)(5)(K).)**

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School's administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

LbD will not participate or offer coverage in CalSTRS or CalPERS.

The Charter School retains the option to elect the California State Teachers' Retirement System (CalSTRS) coverage at a future date. Contributions will be made at the rate established by the Teacher's Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

All classified and certificated employees will be covered by Medicare and Social Security and the school will make the required contributions. Eligible employees may elect to participate in a 403b retirement contribution plan.

The Executive Director will be responsible for ensuring that appropriate arrangements for benefits (including employer contributions to mandated programs such as Social Security) have been made. The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." **(Ed. Code § 47605(c)(5)(L).)**

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in a Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending the Charter School may attend a public school within the student's school district of residence in accordance with applicable law and that school district's policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school's charter.

LbD is a school of choice that is open to anyone in the State of California. All parents and students will be informed of their public school attendance alternatives during the enrollment process.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." **(Ed. Code § 47605(c)(5)(M).)**

As a District Affiliated Charter School, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." **(Ed. Code § 47605(c)(5)(N).)**

Charter School agrees to resolve any claim, controversy, or dispute ("Dispute") arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Region and the Charter Schools Division in accordance with the procedures set forth below:

1) Notification of any Dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:	Charla Austin-Harris c/o Executive Director 7019 S. Van Ness Ave. Los Angeles, CA 90047
To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017

2) A written response ("Written Response") shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue

Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **(Ed. Code § 47605(c)(5)(O).)**

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School's request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District Affiliated Charter School, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District Affiliated Charter School and information regarding student enrollment and/or transfer options as appropriate. Charter School shall

simultaneously provide a copy of the written parent notification to the appropriate Region Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

In the event that the school closes, the Executive Director will serve as the school's closure agent.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District Affiliated Charter School, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

EXHIBIT 2

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

333 S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

Office: (213) 241-0399 • Fax: (213) 241-2054

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief of Staff

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy

MARLA WILLMOTT
Charter Schools Division Director (Interim)

NOTICE OF ALLEGED VIOLATIONS

IMMEDIATE ACTION REQUIRED

July 15, 2025

Learning by Design Charter, Inc.
Ashlye Durrell, Board Chair
Charla Austin-Harris, Executive Director
7019 S. Van Ness Avenue
Los Angeles, CA 90047

Distributed Via:
Email Ashlye Durrell adurrell@lbdschools.org
Email Charla Austin-Harris charris@lbdschools.org

RESPONSE DUE: August 18, 2025

SUBJECT: NOTICE OF ALLEGED VIOLATIONS AND OPPORTUNITY TO CURE PURSUANT TO EDUCATION CODE SECTION 47607(e) LEARNING BY DESIGN CHARTER

Learning by Design Charter
Charter Number (1959) Location Code (7572)

Dear Board Chair Ashlye Durrell and Executive Director Charla Austin-Harris:

This letter shall serve as the Los Angeles Unified School District's ("District" or "LAUSD") Notice of Alleged Violations issued to Learning by Design Charter ("Charter School"), pursuant to Education Code section 47607.

BACKGROUND AND LEGAL BASIS FOR NOTICE

Charter School, operated by Learning by Design Charter, Inc. ("LBD"), is authorized by the LAUSD Board with its current term expiring June 30, 2026.

Pursuant to Education Code section 47607, subdivision (e):

> "Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school."

(*Emphasis added*.)

Overview of Legal, Charter and District Requirements

A. Legal Requirements

Charitable organizations, such as nonprofit public benefit corporations in California, are required to maintain adequate and correct financial records and books. The nonprofit board is expected to vigorously promote accurate fiscal management practices and, in fact, is required to exercise ultimate authority over all corporate activities.[1] More specifically, the nonprofit board is responsible for ensuring the corporation operates in a fiscally sound manner and has mechanisms in place to keep it fiscally sound. As a charitable organization, effective internal controls help safeguard charitable assets, prevent loss, and ensure the reliability of financial records.[2] Because of this, the charitable organization's board should play a key role in establishing internal controls for the organization.

Education Code section 47604.32(a)(4):

> "Each chartering authority, in addition to any other duties imposed by this part, shall do all of the following with respect to each charter school under its authority… Monitor the fiscal condition of each charter school under its authority."

Education Code section 47604.33(b):

> "The chartering authority shall use any financial or other information it obtains from the charter school, including, but not limited to, the reports required by this section, to perform the duties described in subdivision (a) of Section 47604.32, including monitoring the fiscal condition of the charter school."

B. Charter Requirements

Charter School's operative charter provides, in pertinent parts:

> "Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities."
>
> "Charter School, including its nonprofit corporation, shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries."

[1] (Corp. Code, § 5210.)
[2] An effective internal control system includes, but is not limited to, budgets, segregation of duties, policy and procedures manuals, clear definition of and adherence to set procedures for management authority and control, and periodic review of the control system. In addition to these obligations, a charter organization must conduct independent financial audits that employ generally accepted accounting principles ("GAAP").

"Cash Reserves - Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations."

C. LAUSD Policy and Procedures for Charter Schools ("District Policy") Requirements

District Policy specifies, in pertinent parts:

"…LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools…"

"The governing board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders."

"An important responsibility for charter schools is effective and ethical governance. Charter schools are publicly funded local educational agencies and shall be subject to the transparency and accountability requirements that govern other publicly funded local educational agencies. Charter schools shall not be operated by a for-profit corporation. (Ed. Code, § 47604(b)(1).) All charter schools authorized by LAUSD commit to the highest level of ethical, transparency, and accountability standards."

"LAUSD's performance-based oversight is structured into four oversight categories:

Category I: Governance - The CSD assesses whether the charter school's governing board is fulfilling its fiduciary responsibility to effectively direct and provide oversight for the charter school, including but not limited to achieving positive academic outcomes for all students, enacting and monitoring policies and procedures to ensure the school's fiscal soundness, educational mission, and full compliance with applicable law, policy, agreements, and the terms of the charter approved by the LAUSD Board of Education…

Category IV: Fiscal Operations - The CSD assesses each fiscally independent charter school to evaluate the 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 local control and accountability plan ('LCAP') (Ed. Code, §§ 47604.32, 47604.33, 47606.5)." (*Emphasis added.*)

"Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the high, middle, or low performing criteria, upon a finding that either:

1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:

a) Substantial fiscal factors, or
b) Substantial governance factors.

Substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Prop. 39 over-allocated space reimbursements, etc.).

Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

Prior to a nonrenewal determination…LAUSD shall provide the charter school with at least 30 days' notice of the alleged violation and provide the charter school with a reasonable opportunity to cure the violation, including providing an opportunity for the charter school to present a proposed corrective plan. (Ed. Code, § 47607(e).) After providing notice of the alleged violation and reasonable opportunity to cure the violation, the LAUSD Board may deny a renewal petition if it finds that either:

1) The corrective action proposed by the charter school has been unsuccessful, or
2) The violations are sufficiently severe or pervasive as to render a corrective action plan unviable."

VIOLATIONS UPON WHICH THIS NOTICE IS BASED

I. Substantial Fiscal Factors

Consistent with Education Code section 47607, subdivision (e), District Policy explains that "substantial fiscal factors" may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Proposition 39 over-allocated space reimbursements, etc.).

The following, but not limited to, facts demonstrate substantial fiscal solvency concerns regarding Charter School:

(1) Weak Fiscal Condition[3]

[3] "Weak fiscal condition" may include, but is not limited to, year-to-year financial fluctuations, significant net losses, and negative net assets in the current or foreseeable future fiscal years.

Charter School's fiscal condition is negative based on the most current annual independent audit report. As reflected in the Financial Highlights section below, Charter School reported net losses of ($103,793) in 2022-2023 and ($413,327) in 2023-2024, resulting in negative net assets of ($220,962) as of June 30, 2024. As a result, Charter School did not meet the minimum recommended levels for the fund reserve (reserve for economic uncertainty), cash reserve level, current ratio, and debt ratio for Fiscal Year 2023-2024. Additionally, Charter School's monthly 2024-2025 cash flow projections submitted to the CSD reflect a need for additional financing, as evidenced by $300,000 in short-term borrowing from a line of credit. Consequently, the total outstanding loan balance increased to $410,000 as of February 28, 2025. Furthermore, Charter School's Second Interim financial report for Fiscal Year 2024-2025 continues to project a negative financial condition and indicates failure to meet all four recommended financial ratios.

FINANCIAL HIGHLIGHTS[4]					
Learning by Design Charter	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	($124,908)	$296,158	$192,365	($220,962)	($130,260)
Net Income / (Loss)	$291,956	$421,066	($103,793)	($413,327)	$90,702
Transfers In / Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$100,619	$187,002	$304,256	$11,450	$93,224
Unrestricted Net Assets	($124,908)	$296,158	$192,365	($220,962)	($263,943)
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	0.00%	14.51%	7.91%	0.00%	0.00%
Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	5.87%	9.16%	12.50%	0.44%	3.74%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) At least 1.2 or 120% is recommended	904.92%	152.94%	98.89%	42.90%	85.60%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	12.46%	63.79%	77.33%	140.20%	112.83%

(2) Charter School's Low and Declined Student Enrollment (Recurring Issue)

Charter School's low and continued declining student enrollment in the 2024-2025 school year raises concerns. This may exacerbate its negative fiscal condition, as the Local

[4] The data summarized in the Financial Highlights table is obtained from LBD's annual independent audit report for Fiscal Year 2023-2024 and Charter School's 2024-2025 Second Interim Financials, respectively.

Control Funding Formula ("LCFF") revenue is directly tied to its Average Daily Attendance ("ADA") and enrollment.

Charter School's reported Norm Enrollment was 131, 118, 105, 112, and 106 students for Fiscal Years 2020-2021 through 2024-2025, respectively. This reflects a cumulative decrease of 25 students (or 19.1%) since Fiscal Year 2020-2021 and a one-year decline of 6 students (or 5.4%) in Fiscal Year 2024-2025. Charter School's reported Norm Enrollment for Fiscal Year 2024-2025 is 106 students, which is 244 students (or approximately 69.7%) below its approved enrollment capacity in Charter School's operative charter (i.e., 350 students). Additionally, Charter School reported 2024-2025 P-1 ADA of 101.87 and P-2 ADA of 106.96, respectively.

The tables below summarize Charter School's projected enrollment in its operative charter and its Norm Enrollment since Fiscal Year 2020-2021, reflecting that the school has been under-enrolled for four of the five fiscal years.

Table 1: Charter School's Enrollment Rollout Plan as Outlined in Its Operative Charter					
Grade Level	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
TK/K	100	100	100	100	100
1	50	50	50	50	50
2	50	50	50	50	50
3	50	50	50	50	50
4		50	50	50	50
5			50	50	50
Total Projected Enrollment (A)	**250**	**300**	**350**	**350**	**350**

Table 2: Charter School's Norm Day Enrollment History					
Grade Level	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
TK*			5	7	3
K*	17	16	11	15	12
1	24	18	13	19	18
2	20	22	16	15	16
3	19	21	25	15	16
4	28	16	18	25	12
5	23	25	17	16	29
Total Enrollment (B)	**131**	**118**	**105**	**112**	**106**
Increase/(Decrease) in the # of Students Enrollment from Prior Year	**N/A**	**(13)**	**(13)**	**7**	**(6)**

Table 2: Charter School's Norm Day Enrollment History					
Grade Level	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
% Increase/(Decrease) in the # of Students Enrollment from Prior Year	**N/A**	**(9.9%)**	**(11.0%)**	**6.7%**	**(5.4%)**
Under-Enrollment (Enrollment Rollout Plan vs Norm Day Enrollment) (B)-(A)	**(119)**	**(182)**	**(245)**	**(238)**	**(244)**
*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts include the TK counts for the school years prior to 2022-2023.					

(3) Ongoing Financial Sustainability Concerns at Charter School

Due to the potential impact of Charter School's current financial trajectory on the sustainability of its operations—along with ongoing fiscal concerns related to its deteriorating financial condition, negative unrestricted net assets, and persistent low and declining student enrollment—the Charter Schools Division ("CSD") has issued multiple notices to Charter School. The CSD first issued a Notice of Concern on August 3, 2020, followed by a second Notice of Concern on June 25, 2024, citing Charter School's weak financial condition and low and declining enrollment. Although Charter School intermittently addressed the concerns identified in these notices at the time, the same or similar issues have since resurfaced and continue to persist. The CSD remains concerned about the school's ability to maintain a positive net assets balance and its ongoing reliance on borrowed funds to sustain adequate cash flow. Most recently, on March 31, 2025, the CSD issued a Notice to Cure,[5] requiring immediate action by LBD's governing board ("LBD Board") to address the ongoing fiscal and enrollment challenges. On April 21, 2025, the LBD Board submitted a response that included a revised budget and cash flow projections for Fiscal Years 2024-2025 and 2025-2026. In reviewing LBD's response and submitted budget and cash flow projections, the CSD notes that the school's assumptions include a projected enrollment of 132 and 135 and ADA of 126.72 and 129.60, respectively. Charter School's current revenue projections appear unrealistic in light of its historical enrollment trends, raising concerns about the overall reasonableness of the revised budget submitted to the District. As a result, Charter School's budget and cash flow projections lack credibility and do not reflect a viable financial plan, raising serious concerns about the school's ability to remain fiscal solvent and meet its operational obligations.

II. Substantial Governance Factors

Consistent with Education Code section 47607, subdivision (e), and the Policy, the above-described facts demonstrating Charter School's fiscal mismanagement also indicate substantial governance mismanagement of Charter School by its Board and administration, and therefore warrant corrective action.

[5] **See Attachment 1** for March 31, 2025, Notice to Cure.

REQUIRED CORRECTIVE ACTIONS AND OPPORTUNITY TO CURE

As a result of the foregoing and the legal basis for corrective actions, the District issues this Notice of Alleged Violations to Charter School. The above-described facts demonstrate Charter School's weak and deteriorating student enrollment and fiscal condition, and therefore warrant corrective action. Accordingly, the District provides the Charter School with an opportunity to cure the alleged violation for a period of at least thirty (30) calendar days from the date of this Notice.

Due to the serious nature of the fiscal and governance concerns as identified herein, the District requires LBD's actions in response to this Notice of Alleged Violations, which include curing the corrective actions listed below. The District will require the provision of a corrective action plan to address the above and below, and confirmation of each corrective action taken by LBD.

1. Provide a revised budget and updated cash flow projections for Fiscal Year 2025-2026 (the remainder of Charter School's approved charter term). These files must be in Microsoft Excel format, with formulas, no hidden cells, and not be password-protected. Descriptions of all assumptions used to prepare these revised reports must also be provided.
    - If applicable, provide information and documentation related to financing activities:
        a. A list of all current financing activities, in Microsoft Excel format, that includes the type of financing or borrowing, terms, the effective date, the outstanding balance as of the date of charter school's response, the maturity date, and purposes
        b. Pertinent information and documentation, including but not limited to, all of the most current signed and executed agreements, and the minutes of the meetings reflecting the reviews and approvals of said agreements

2. Provide a detailed written explanation as to how the revised financial documents referenced under Corrective Action No. 1 above will affect Charter School's instructional programs and enable the school to meet all of its financial obligations in a timely manner while performing all school operations.

3. Provide documentation related to the steps/actions that the LBD Board will continue to take to monitor the school's fiscal condition and ensure the school is fiscally viable and able to meet all of its financial obligations.

4. Copies of all governing board meeting agendas and minutes (or other publicly available records) that evidence reviews, discussions, deliberations, and/or actions taken by the LBD Board concerning any and all items included in this Notice.

The District will require the provision of a corrective action plan to address the above, and confirmation of each corrective action taken by Charter School and the LBD Board.

PLEASE TAKE NOTICE that failure to take corrective actions in response to this Notice may lead to LAUSD's recommended denial of Charter School's renewal petition based on either of the following findings: (1) the corrective action has been unsuccessful; or (2) the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. (Ed. Code, §

47607(e).) The District also reserves the right to pursue non-renewal of the Charter upon findings of fact supporting other bases for non-renewal specified in Education Code sections 47605(c), and/or 47607.2, as applicable.

If you have any questions or need additional information regarding this Notice, please contact me by email at joseph.daee@lausd.net or (213) 241-8627 or Allan Villamor, Fiscal Oversight Administrator, by email at allan.villamor@lausd.net or (213) 241-0338.

Thank you for your cooperation.

Attachments: **Attachment 1** — Notice to Cure issued on March 31, 2025

Sincerely,

Joseph Daee
Fiscal Oversight Manager

c: Josè Cole-Gutièrrez, Senior Executive Director of Strategy, LAUSD
Marla Willmott, Director (Interim), CSD
Lillian Lee, Fiscal Administrator, CSD
Sarah Ziegenhorn, Senior Coordinator, CSD
Allan Villamor, Fiscal Oversight Administrator, CSD
Luis E. Aguilar, Specialist, CSD

EXHIBIT 3

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	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	91%	48	-89.4	Very Low	-12.2	Lower	98%	51	-67.4	24.3	Increased Significantly	Yellow	-13.6	Lower	98%	54	-11.9	55.5	Increased Significantly	Yellow	-13.2	Higher
African American/Black	87%	36	-102.6	Very Low	-57.7	Lower	100%	34	-70.1	37.1	Increased Significantly	Orange	-59.6	Lower	97%	29	-27.8	42.4	Increased Significantly	--	-58.9	--
Latino	100%	11	-50.0	Low	-38.6	--	95%	16	-53.6	-3.6	Declined	--	-40.2	--	100%	23	13.5	67.1	Increased Significantly	--	-39.3	--
Socioeconomically Disadvantaged	90%	46	-99.3	Very Low	-41.4	Lower	98%	45	-77.6	25.3	Increased Significantly	Orange	-42.6	Lower	98%	45	-18.7	59.0	Increased Significantly	Yellow	-40.9	Higher

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	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	89%	48	-130.8	Very Low	-51.7	Lower	98%	51	-62.1	75.1	Increased Significantly	Yellow	-49.1	Lower	98%	54	-1.9	60.1	Increased Significantly	Green	-47.6	Higher
African American/Black	85%	36	-139.8	Very Low	-106.9	Lower	100%	34	-62.7	88.4	Increased Significantly	Yellow	-104.5	Higher	97%	29	-1.4	61.3	Increased Significantly	--	-102.2	--
Latino	100%	11	-123.9	Very Low	-83.4	--	95%	16	-52.4	71.5	Increased Significantly	--	-80.8	--	100%	23	0.7	53.2	Increased Significantly	--	-79.2	--
Socioeconomically Disadvantaged	90%	46	-135.0	Very Low	-84.0	Lower	98%	45	-66.8	74.9	Increased Significantly	Yellow	-80.8	Higher	98%	45	-10.8	56.0	Increased Significantly	Green	-78.2	Higher

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

Student 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	--	--	--	--	47.5%	2.8%	31.4%	18.3%
2023	EL	--	--	--	--	45.7%	2.3%	32.2%	18.3%
2024	EL	--	--	--	--	43.2%	1.9%	34.4%	19.1%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	13	13	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	16	17	94.1%	N	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	20	23	87.0%	N	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	124	1.6%	Very Low	30.0%	Lower	126	44.4%	42.8	Increased	Red	24.3%	Higher	129	57.4%	12.9	Increased	Red	18.6%	Higher
African American/Black	75	2.7%	Low	42.9%	Lower	81	42.0%	39.3	Increased	Red	36.4%	Higher	65	52.3%	10.3	Increased	Red	31.3%	Higher
English Learner	15	0.0%	Very Low	33.6%	--	18	66.7%	66.7	Increased	--	26.3%	--	27	74.1%	7.4	Increased	--	20.1%	--
Latino	36	0.0%	Very Low	35.8%	Lower	43	48.8%	48.8	Increased	Red	28.4%	Higher	61	63.9%	15.1	Increased	Red	21.7%	Higher
Socioeconomically Disadvantaged	105	1.9%	Very Low	37.4%	Lower	108	46.3%	44.4	Increased	Red	29.9%	Higher	103	62.1%	15.8	Increased	Red	23.4%	Higher
Students with Disabilities	8	*	*	39.6%	*	7	*	*	*	*	33.1%	*	13	61.5%	--	--	--	26.3%	--
Two or More	12	0.0%	Very Low	25.1%	--	1	*	*	*	*	21.6%	*	2	*	*	*	*	16.2%	*

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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	133	0.8%	Low	3.1%	Lower	127	3.1%	2.4	Increased	Orange	3.5%	Lower	134	6.0%	2.8	Increased	Orange	3.2%	Higher
African American/Black	81	1.2%	Medium	7.9%	Lower	82	4.9%	3.6	Increased	Orange	8.8%	Lower	66	10.6%	5.7	Increased	Red	8.4%	Higher
English Learner	15	0.0%	Very Low	3.2%	--	18	0.0%	0.0	Maintained	--	3.7%	--	29	0.0%	0.0	Maintained	--	3.4%	--
Latino	39	0.0%	Very Low	3.3%	Lower	43	0.0%	0.0	Maintained	Blue	3.8%	Lower	64	1.6%	1.6	Increased	Orange	3.4%	Lower
Socioeconomically Disadvantaged	110	0.9%	Low	4.0%	Lower	109	3.7%	2.8	Increased	Orange	4.5%	Lower	107	6.5%	2.9	Increased	Red	4.0%	Higher
Students with Disabilities	9	*	*	5.4%	*	7	*	*	*	*	5.9%	*	13	23.1%	--	--	--	5.4%	--
Two or More	12	0.0%	Very Low	2.9%	--	1	*	*	*	*	3.3%	*	3	*	*	*	*	3.0%	*

Data Sources: California School Dashboard Research data files.

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	115	529,902	5,837,690	114	516,685	5,806,221
F/R Meal	63.5%	80.6%	61.6%	78.1%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	24.3%	20.1%	18.4%	14.9%	18.6%	17.4%
Foster Youth	0.9%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	3.5%	2.1%	3.6%	0.9%	2.7%	4.0%
Socioeconomically Disadvantaged	67.0%	81.3%	62.7%	79.8%	82.4%	63.6%
Students w/ Disabilities	9.6%	14.8%	13.7%	7.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	48.7%	7.3%	4.9%	55.3%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.9%	3.4%	9.9%	0.9%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	48.7%	73.8%	56.1%	42.1%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	1.7%	1.8%	1.1%	1.8%	2.2%	1.2%

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

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

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	5	41.7%	17,295	7.1%	144,189	7.1%	1	3.4%	15,717	6.7%	136,188	6.8%	1	5.3%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	6	50.0%	60,457	24.7%	505,486	24.8%	21	72.4%	60,574	25.7%	519,651	26.0%	13	68.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	0	0.0%	18,850	7.7%	236,319	11.6%	6	20.7%	14,725	6.2%	207,768	10.4%	3	15.8%	13,775	6.2%	178,306	9.3%
EL Total	11	91.7%	114,523	46.8%	1,112,502	54.5%	28	96.6%	106,318	45.0%	1,074,793	53.8%	17	89.5%	95,959	43.3%	1,009,030	52.6%
RFEP	1	8.3%	130,377	53.2%	927,694	45.5%	1	3.4%	129,789	55.0%	924,422	46.2%	2	10.5%	125,465	56.7%	909,298	47.4%
Total Ever EL	12	100.0%	244,900	100.0%	2,040,196	100.0%	29	100.0%	236,107	100.0%	1,999,215	100.0%	19	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/filesltel.asp

Learning by Design Charter

Board District: 1 | Region: South | Location Code: 7572

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	115			529,902			114			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	9	100%	7.8%	78,319	100%	14.8%	9	100%	7.9%	80,505	100%	15.6%
High Incidence	8	88.9%	7%	52,153	66.6%	9.8%	8	88.9%	7%	52,412	65.1%	10.1%
Low Incidence	1	11.1%	0.9%	26,162	33.4%	4.9%	1	11.1%	0.9%	28,084	34.9%	5.4%
Autism	1	11.1%	0.9%	18,713	23.9%	3.5%	1	11.1%	0.9%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	1	11.1%	0.9%	10,930	14%	2.1%	0	0%	0%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	4	44.4%	3.5%	29,615	37.8%	5.6%	4	44.4%	3.5%	29,368	36.5%	5.7%
Speech or Language Impairment	3	33.3%	2.6%	11,608	14.8%	2.2%	4	44.4%	3.5%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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).

EXHIBIT 4

Student Growth Summary Report

Aggregate by School

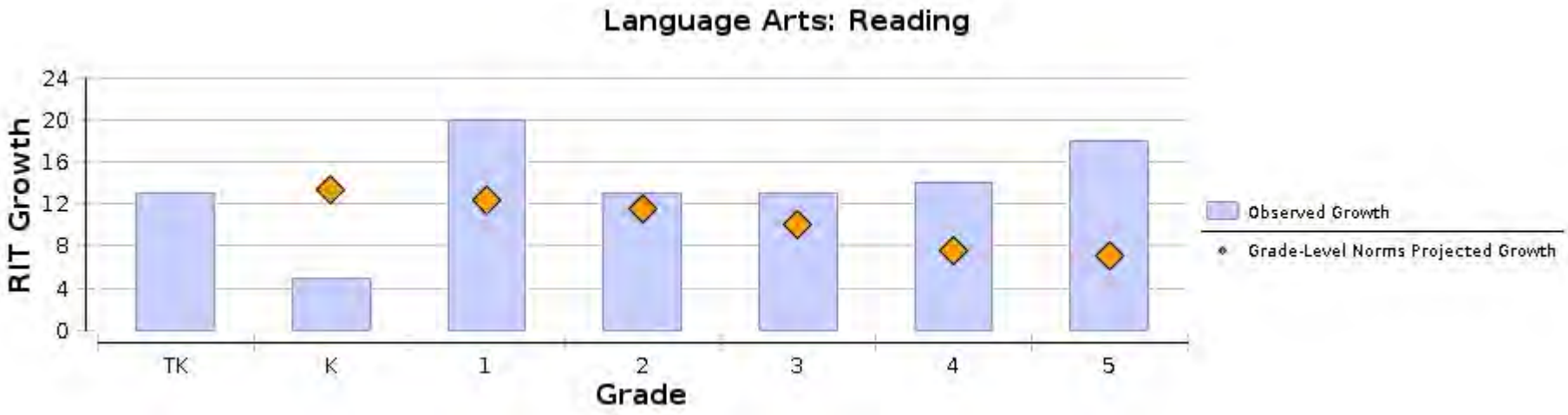
Term: Spring 2022-2023
District: Learning by Design Charter

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Learning by Design Charter School

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
[redacted]																
[redacted]																
[redacted]																
2	13	164.5	11.3	23	177.1	12.1	30	13	2.8	11.5	0.28	61	13	6	46	44
3	16	166.8	16.4	2	180.2	17.1	7	13	2.9	10.0	0.86	80	16	8	50	51
4	12	175.2	14.9	1	189.3	11.1	8	14	4.2	7.6	1.70	96	12	9	75	83
5	13	175.9	21.3	1	193.7	24.0	5	18	4.7	7.0	2.67	99	13	10	77	83



Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

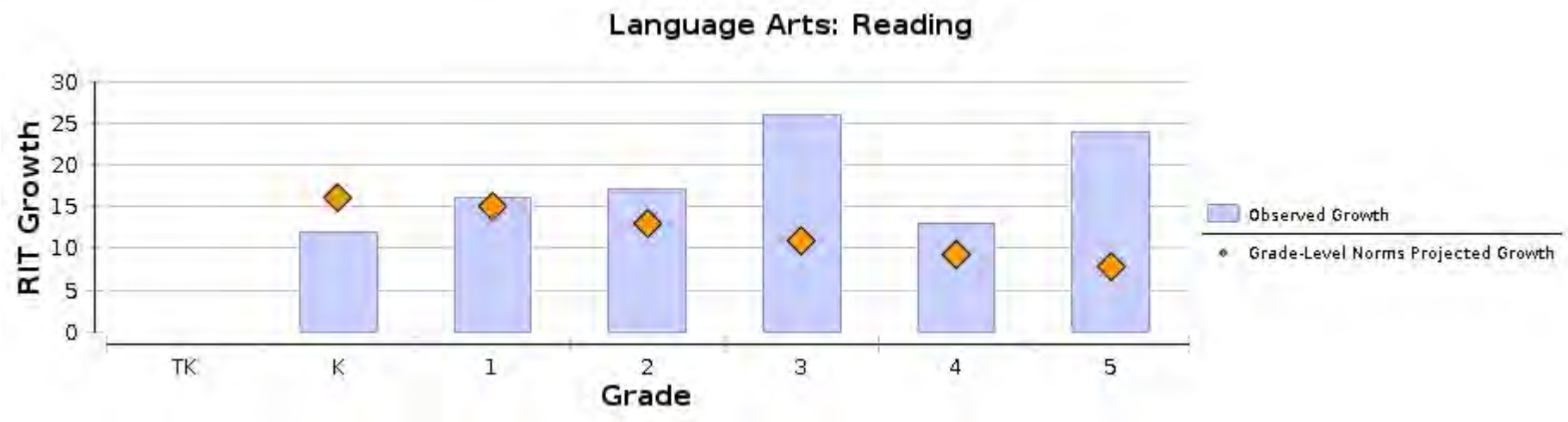
Term: Spring 2023-2024
District: Learning by Design Charter

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: Yes

Learning by Design Charter School

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K																
3	13	177.7	14.6	11	203.9	9.4	83	26	4.9	10.9	7.22	99	13	11	85	94
4	20	176.6	12.0	1	189.3	14.6	1	13	4.2	9.3	1.64	95	20	9	45	41
5	13	178.9	17.1	1	202.9	22.3	12	24	4.5	7.8	8.17	99	13	10	77	96



Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

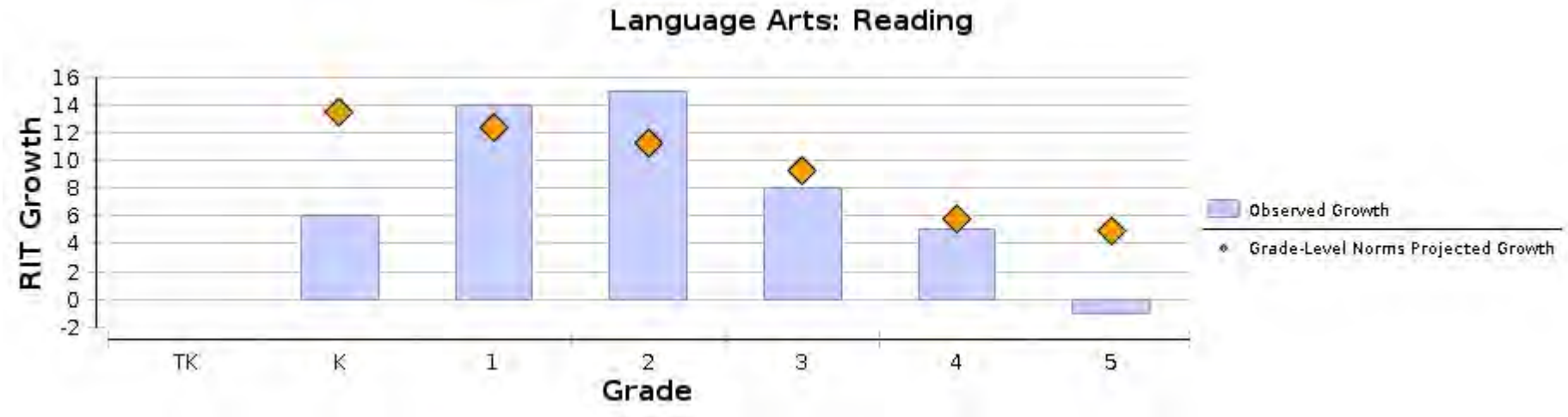
Term: Spring 2024-2025
District: Learning by Design Charter

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2024 - Spring 2025
Weeks of Instruction: Start - 4 (Fall 2024)
End - 32 (Spring 2025)
Grouping: None
Small Group Display: Yes

Learning by Design Charter School

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2024			Spring 2025			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	10	139.4	11.2	60	145.7	5.9	13	6	3.6	13.5	-1.84	3	10	2	20	30
1	14	147.2	14.0	9	160.9	13.8	16	14	1.7	12.4	0.41	66	14	6	43	46
2	13	170.3	11.5	51	185.2	13.6	68	15	2.1	11.2	0.94	83	13	10	77	67
3	14	177.4	12.0	20	185.4	11.5	18	8	2.2	9.3	-0.33	37	14	5	36	38



Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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EXHIBIT 5

Student Growth Summary Report

Aggregate by School

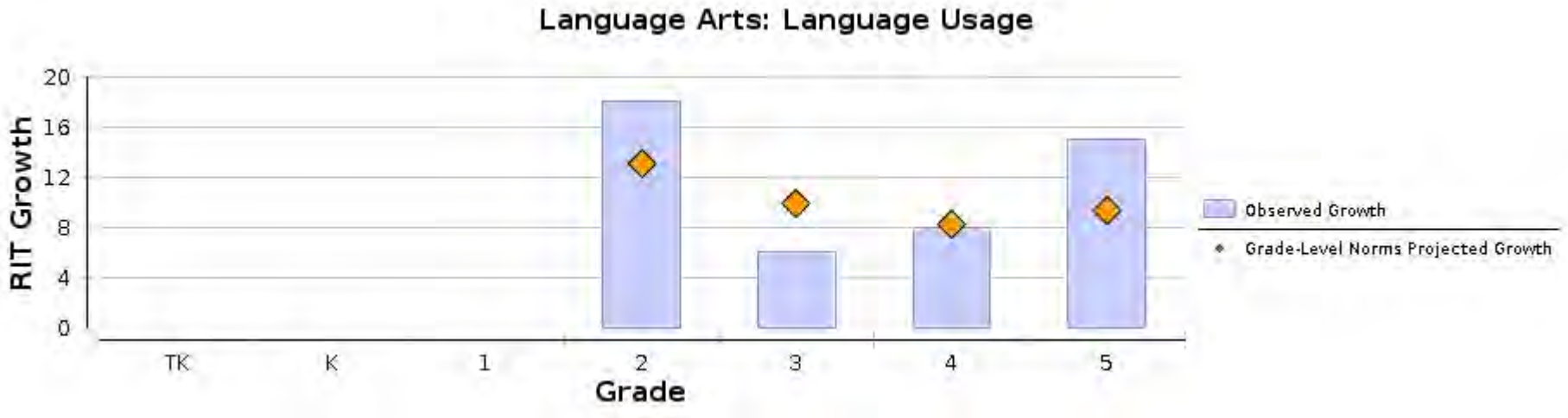
Term: Spring 2022-2023
District: Learning by Design Charter

Norms Reference Data: 2025 Norms.
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 32 (Spring 2023)
Grouping: None
Small Group Display: Yes

Learning by Design Charter School

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
[redacted]																
[redacted]																
[redacted]																
2	13	158.8	15.1	6	176.6	19.1	23	18	3.6	13.0	1.14	87	13	9	69	52
3	18	171.9	18.0	7	177.6	15.7	4	6	1.6	9.9	-0.84	20	18	4	22	26
4	14	180.1	18.8	4	187.8	14.6	7	8	3.1	8.2	-0.11	46	14	8	57	56
[redacted]																



Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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EXHIBIT 6

Learning by Design Charter

Resident Schools Data Set

Academic Performance Medians- English Language Arts

2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Learning by Design Charter	N/A	All Students	48	-89.4	Very Low	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Fifty-Ninth Street Elementary	N/A	All Students	103	-92.3	Very Low	Higher
Raymond Avenue Elementary	N/A	All Students	178	-55.9	Low	Lower
Seventy-Fourth Street Elementary	27%	All Students	149	-40.7	Low	Lower
Resident Schools Median	N/A	**All Students**	**430**	**-55.9**	**Low**	**Lower**

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

Learning by Design Charter 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**48**	**Very Low**	**-89.4**	**430**	**Low**	**-55.9**	**Lower**
Black or African American	36	Very Low	-102.6	124	Low	-76.7	Lower
Socioeconomically Disadvantaged	46	Very Low	-99.3	407	Low	-57.2	Lower

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

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Learning by Design Charter	N/A	All Students	51	Yellow	-67.4	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Fifty-Ninth Street Elementary	N/A	All Students	88	Orange	-86.1	Higher
Raymond Avenue Elementary	N/A	All Students	193	Orange	-54.4	Lower
Seventy-Fourth Street Elementary	27%	All Students	149	Orange	-51.7	Lower
Resident Schools Median	**N/A**	**All Students**	**430**	**Orange**	**-54.4**	**Lower**

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

Learning by Design Charter 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**51**	**Yellow**	**-67.4**	**430**	**Orange**	**-54.4**	**Lower**
Black or African American	34	Orange	-70.1	134	Orange	-83.2	Higher
Socioeconomically Disadvantaged	45	Orange	-77.6	405	Orange	-55.4	Lower

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

2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Learning by Design Charter	N/A	All Students	54	Yellow	-11.9	

2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Fifty-Ninth Street Elementary	N/A	All Students	98	Orange	-73.6	Higher
Raymond Avenue Elementary	N/A	All Students	195	Yellow	-48.1	Higher
Seventy-Fourth Street Elementary	27%	All Students	161	Yellow	-47.1	Higher
Resident Schools Median	**N/A**	**All Students**	**454**	**Yellow**	**-48.1**	**Higher**

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

Learning by Design Charter 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**54**	**Yellow**	**-11.9**	**454**	**Yellow**	**-48.1**	**Higher**
Socioeconomically Disadvantaged	45	Yellow	-18.7	425	Yellow	-49.7	Higher

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

TAB 22

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-090-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Oscar de la Hoya Ánimo Charter High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Oscar de la Hoya Ánimo Charter High) Recommends approval of the renewal petition for Oscar de la Hoya Ánimo Charter 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 625 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Oscar de la Hoya Ánimo Charter 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 to up 625 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:
Oscar de la Hoya Ánimo Charter High is a 9-12 school currently serving 518 students on a private facility at 1114 S. Lorena St., Los Angeles, CA, 90023 in Board District 2 and Region East. Oscar de la Hoya Ánimo Charter High was originally approved by the LAUSD Board of Education on May 13, 2003. On October 3, 2017, the charter school was renewed for a five-year term to serve 625 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 Oscar de la Hoya Ánimo Charter High expires June 30, 2026.

On July 18, 2025, Oscar de la Hoya Ánimo Charter 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 Oscar de la Hoya Ánimo Charter 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. 090-25/26, 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 - Oscar de la Hoya Ánimo Charter High Data Set
Attachment C - Oscar de la Hoya Ánimo Charter High RSM Data
Attachment D - Oscar de la Hoya Ánimo Charter High CORE Data
Attachment E - 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/101B_M-mNBKgus5FuDd4nmqNo62XeziDT?usp=sharing>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 090-25/26
October 14, 2025

School Name:	**Oscar de la Hoya Ánimo Charter High**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Green Dot Public Schools**		
Location Code:	**8827**		
Type of Site(s):	**Other District Property**		
Site Address(es):	**1114 S. Lorena St., Los Angeles, CA 90023**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**518**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**625**
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 Oscar de la Hoya Ánimo Charter High ("Oscar de la Hoya Ánimo" or "Charter School"), 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 625 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

	Oscar de la Hoya Ánimo Charter High
Initial Authorization:	On May 13, 2003, Oscar de la Hoya Ánimo Charter was authorized by the LAUSD Board of Education to serve 530 students in grades 9-12.
Most Recent Renewal	The charter was renewed on October 3, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 625 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 Oscar de la Hoya Ánimo expires June 30, 2026.

	Oscar de la Hoya Ánimo Charter High
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Oscar de la Hoya Ánimo 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.
Master Plan for English Learners and Standard English Learners:	Oscar de la Hoya Ánimo implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Oscar de la Hoya Ánimo participates in LAUSD Special Education Local Plan Area (SELPA) Option 3

B. Charter School Operator

Oscar de la Hoya Ánimo is operated by Green Dot Public Schools, a California nonprofit public benefit corporation that also operates 13 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Oscar de la Hoya Ánimo 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 on the English Learner Progress Indicator (ELPI), and College/Career Indicator (CCI), but lower than the state in Math. Charter School submitted four years of verified data in ELA, which demonstrated one year's progress for All Students and the majority of numerically significant student groups, with a noted participation rate concern. In addition, Charter School submitted three years of California Assessment of Student Performance and Progress (CAASPP) as verified data for ELA and Math. Overall, the percentage of students that Met or Exceeded Standard was higher than the state in ELA, but lower than the state in Math. The charter school provided information which demonstrated strong postsecondary outcomes relative to similar peers.

Further analysis in Math demonstrated overall higher outcomes for the charter school when compared to Resident Schools.

Please see the Oscar de la Hoya Ánimo 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.

Oscar De La Hoya Animo Charter High Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Oscar De La Hoya Animo Charter 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**	**Low**	**-19.3**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-20.5	Low	-38.6	Higher
English Learner	Met	Very Low	-106.0	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-19.6	Low	-41.4	Higher

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

Oscar De La Hoya Animo Charter 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**	**Orange**	**-31.3**	**-12.0**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-32.9	-12.4	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Orange	-31.5	-11.9	Orange	-42.6	Higher

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

Oscar De La Hoya Animo Charter 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**	**2.8**	**34.0**	**Orange**	**-13.2**	**Higher**
Latino	Met	Green	6.9	39.8	Orange	-39.3	Higher
English Learner	Met	No Performance Color	-64.7	44.3	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Green	5.1	36.6	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, 2023, and 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups.

In order to continue to increase student outcomes in Math, Charter School has partnered with a community college to offer its students an opportunity to accelerate their Math learning through summer courses. In addition, during Fall of 2024, 9th grade students were double-blocked in two Math classes. Oscar de la Hoya Ánimo is continuing to double-block 9th grade students in Math classes during Fall of 2025.

Oscar De La Hoya Animo Charter 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**	**Very Low**	**-127.0**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-128.0	Low	-83.4	Lower
English Learner	Met	Very Low	-174.0	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-127.6	Low	-84.0	Lower

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

Oscar De La Hoya Animo Charter 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**	**Red**	**-141.2**	**-14.2**	**Orange**	**-49.1**	**Lower**
Latino	Met	Red	-141.9	-13.9	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Red	-140.9	-13.3	Yellow	-80.8	Lower

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

Oscar De La Hoya Animo Charter 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**	**Orange**	**-115.6**	**25.6**	**Orange**	**-47.6**	**Lower**
Latino	Met	Yellow	-114.1	27.8	Orange	-79.2	Lower
English Learner	Met	No Performance Color	-165.9	7.4	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-114.4	26.5	Orange	-78.2	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups was lower than the state's rates.

Oscar De La Hoya Animo Charter 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	High	62.5%	Medium	50.3%	Higher

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

Oscar De La Hoya Animo Charter 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	Orange	54.2%	-8.3%	Yellow	48.7%	Higher

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

Oscar De La Hoya Animo Charter High - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	36.1%	-18.2%	Orange	45.7%	Lower
Long Term English Learner	Met	Red	36.4%	-19.5%	Orange	45.8%	Lower

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

f. College/Career Indicator

The College/Career Academic Indicator (CCI) 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 both numerically significant student groups. In 2024, the charter school's percentage of students prepared was lower than the state for All Students and higher than the state for both numerically significant student groups.

Oscar De La Hoya Animo Charter High - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Medium**	**47.9%**	**Medium**	**43.9%**	**Higher**
Latino	Medium	47.9%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	47.5%	Medium	35.4%	Higher

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

Oscar De La Hoya Animo Charter 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**	**41.6%**	**-6.3**	**Yellow**	**45.3%**	**Lower**
Latino	Orange	39.8%	-8.1	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Orange	41.6%	-5.9	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 student groups. Oscar de la Hoya Ánimo students must earn a minimum of 240 credits to graduate from high school with a grade of D 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

Oscar de la Hoya Ánimo's teachers are represented by the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the California Teachers Association (CTA).

Classified staff is represented by Ánimo Classified Employees Association, a CTA affiliate collective bargaining unit.

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 Oscar de la Hoya Ánimo outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

a. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
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).)

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education 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. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of "growth events[1]" on the reports. In 2024-2025 Charter School had a norm enrollment of 518 students and the NWEA Reading report indicates that the school had 464 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA

Reading

Charter School provided data for 2024-2025 (Fall to Spring administration) for Grades 9-12, and for the following student groups[2]: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 9 (English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino), Grade 10 (English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino), Grade 11 (English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino), and Grade 12 (English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino) student groups Met one year's progress, except for Students with Disabilities Grades 10 and 12.

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 9	**91**	**-0.2 to 0.2**	**0.89**	Met
English Learner	**13**	**-0.2 to 0.2**	**-0.11**	Met
Socioeconomically Disadvantaged	**89**	**-0.2 to 0.2**	**0.80**	Met

[1] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.
[2] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 9	**91**	**-0.2 to 0.2**	**0.89**	Met
Students with Disabilities	**15**	**-0.2 to 0.2**	**1.23**	Met
Latino	**86**	**-0.2 to 0.2**	**0.84**	Met
American Indian or Alaskan Native	*	**-0.2 to 0.2**	*	*
Asian	*	**-0.2 to 0.2**	*	*
White	*	**-0.2 to 0.2**	*	*
Foster Youth	*	**-0.2 to 0.2**	*	*
Homeless Youth	*	**-0.2 to 0.2**	*	*
Grade 10	**105**	**-0.2 to 0.2**	**0.29**	Met
English Learner	**16**	**-0.2 to 0.2**	**0.28**	Met
Socioeconomically Disadvantaged	**89**	**-0.2 to 0.2**	**0.80**	Met
Students with Disabilities	**28**	**-0.2 to 0.2**	**-0.49**	Not Met
Latino	**94**	**-0.2 to 0.2**	**0.84**	Met
American Indian or Native Alaskan	*	**-0.2 to 0.2**	*	*
Native Hawaiian or Pacific Islander	*	**-0.2 to 0.2**	*	*
White	*	**-0.2 to 0.2**	*	*
Foster Youth	*	**-0.2 to 0.2**	*	*
Homeless Youth	*	**-0.2 to 0.2**	*	*
Grade 11	**141**	**-0.2 to 0.2**	**0.44**	Met
English Learner	**15**	**-0.2 to 0.2**	**0.11**	Met
Socioeconomically Disadvantaged	**133**	**-0.2 to 0.2**	**0.46**	Met
Students with Disabilities	**22**	**-0.2 to 0.2**	**0.03**	Met
Latino	**19**	**-0.2 to 0.2**	**-0.20**	Met
American Indian or Native Alaskan	*	**-0.2 to 0.2**	*	*
Native Hawaiian or Pacific Islander	*	**-0.2 to 0.2**	*	*

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 11	**141**	**-0.2 to 0.2**	**0.44**	Met
White	*	**-0.2 to 0.2**	*	*
Foster Youth	*	**-0.2 to 0.2**	*	*
Homeless Youth	*	**-0.2 to 0.2**	*	*
Grade 12	**127**	**-0.2 to 0.2**	**0.07**	Met
English Learner	**16**	**-0.2 to 0.2**	**0.27**	Met
Socioeconomically Disadvantaged	**115**	**-0.2 to 0.2**	**0.08**	Met
Students with Disabilities	**19**	**-0.2 to 0.2**	**-1.00**	Not Met
Latino	**117**	**-0.2 to 0.2**	**0.13**	Met
American Indian or Native Alaskan	*	**-0.2 to 0.2**	*	*
Asian	*	**-0.2 to 0.2**	*	*
Black or African American	*	**-0.2 to 0.2**	*	*
Native Hawaiian or Pacific Islander	*	**-0.2 to 0.2**	*	*
White	*	**-0.2 to 0.2**	*	*
Homeless Youth	*	**-0.2 to 0.2**	*	*

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

Charter School submitted only one year of NWEA reports for verified data consideration.

Charter School also submitted verified data using Reading Inventory for the 2021-2022, 2022-2023, and 2023-2024 school years. Reading Inventory is an adopted academic progress indicator approved by the SBE to be on the verified data list. Based on Reading Inventory's Growth Thresholds range, 50%-100% qualifies as at least one year's progress. Charter School met the one year's progress for All Students and met the one year's progress for all four of the school's student groups in Reading in 2021-2022, and 2023-2024, and for the majority of student groups in 2022-2023. Charter School appears to have met the 95 percent participation rate based on norm enrollment compared to "total students with 2+ assessments" for all three years that Reading Inventory verified data was submitted.

ELA

California Assessment of Student Performance and Progress (CAASPP)

Charter School provided data for Reading from California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics), Grades 3–8 and Grade 11 (CAASPP) for

All Students and for the following student groups: Latino and Socioeconomically Disadvantaged. CAASPP 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. Based on the 2023-2024 Detailed Test Results on the CAASPP website, 133 students were assessed in Reading and 135 students were enrolled at the school. Thus, based on the information, the 2023-2024 assessment data appears to include at least 95% of eligible students.

In ELA, the CAASPP *Test Results at a Glance* report indicated 54.13% of the assessed students Met or Exceeded Standard. The State of California had 47.04% who Met or Exceeded Standard. Therefore, Charter School had a higher percent of students that Met or Exceeded Standard for ELA in 2023-2024 as compared to the State.

As seen in the table below, Charter School provided the most recent data for two student groups (Latino and Socioeconomically Disadvantaged) and both student groups had a higher percent of students that Met or Exceeded Standard for ELA as compared to their respective student group in 2023-2024.

CAASPP (English Language Arts) 2023-2024				
Student Groups	**Number of Students Tested**	**School's Percent Met or Exceeded Standard for ELA**	**State's Percent Met or Exceeded Standard for ELA**	**School Percent Compared to State Percent**
All Students Grade 11	133	54.13%	47.04%	Higher
Latino	126	55.56%	36.78%	Higher
Socioeconomically Disadvantaged	126	54.76%	36.81%	Higher

Charter School also submitted verified data using CAASPP for the 2021-2022 and 2022-2023 school year. Based on percent of students that Met or Exceeded Standard for ELA, Charter School had a lower percentage of students that Met or Exceeded for All Students and a higher percentage of Met or Exceeded for both student groups in ELA in 2021-2022 and 2022-2023.

MATH

California Assessment of Student Performance and Progress (CAASPP)

Charter School provided data for Math from California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics), Grades 3–8 and Grade 11 (CAASPP) for All Students and for the following student groups: Latino and Socioeconomically Disadvantaged.

Based on the 2023-2024 Detailed Test Results on the CAASPP website, 135 students were assessed in Math and 135 students were enrolled at the school. Thus, based on the information, the 2023-2024 assessment data appears to include at least 95% of eligible students.

In Math, the CAASPP *Test Results at a Glance* report indicated 12.59% of the assessed students Met or Exceeded Standard. The State of California had 35.54%. Therefore, Charter School had a lower percentage of students that Met or Exceeded Standard in Math in 2023-2024 as compared to the State.

As seen in the table below, Charter School provided the most recent data for two student groups (Latino and Socioeconomically Disadvantaged) and none of the student groups had a higher percent of students that Met or Exceeded Standard for Math as compared to their respective student group in 2023-2024.

CAASPP (Math) 2023-2024				
Student Groups	**Number of Students Tested**	**School's Percent Met or Exceeded Standard for Math**	**State's Percent Met or Exceeded Standard for Math**	**School Percent Compared to State Percent**
All Students Grade 11	135	12.59%	35.54%	Lower
Latino	128	13.28%	23.73%	Lower
Socioeconomically Disadvantaged	127	13.38%	24.98%	Lower

Charter School also submitted verified data using CAASPP for the 2021-2022 and 2022-2023 school year. Based on the percentage of students that Met or Exceeded Standard for Math, Charter School had a lower percentage of students that Met or Exceeded for All Students and a lower percentage of Met or Exceeded for both of the student groups in Math in 2021-2022 and 2022-2023.

POSTSECONDARY OUTCOMES

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 most recent year, dated November 21, 2024.[3] 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.[4]

Enrollment

For Charter School's class of 2022, 63.0% of students enrolled in college the fall immediately after high school, which is higher than the 2022 (high poverty[5]) national rate of 49.9%, per the 2023 NSC High School Benchmarks report. For Charter School's class of 2023, 71.0% 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.

[3] Charter School's submitted 2024 NSC StudentTracker report also included enrollment and persistence data for Charter School's class of 2022 and 2020, respectively, which was used to populate data in the "2023 Student Tracker report" column. However, the submitted 2024 NSC StudentTracker report did not include completion data for Charter School's class of 2016.

[4] 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."

[5] 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.

Persistence
For Charter School's class of 2020, 75.0% 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, 81.0% of students enrolled in college the first year after high school returned for a second year, which is higher 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, 35.0% of graduates[6] 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. For Charter School's class of 2017, 32.0% of graduates[7] 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.

Therefore, as described above and seen in the table below, Charter School demonstrated strong postsecondary outcomes relative to similar peers for all measures (college enrollment, persistence, and completion) included in the 2023 and 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 Oscar de la Hoya Ánimo Charter High	2024 NSC High School Benchmarks (High Poverty*)	2024 Student Tracker Report Oscar de la Hoya Ánimo Charter High
Enrollment	49.9% (class of 2022)	**63.0%**	50.5% (class of 2023)	**71.0%**
Persistence	72.0% (class of 2020)	**75.0%**	76.0% (class of 2021)	**81.0%**
Completion	24.9% (class of 2016)	**35.0%**	25.1% (class of 2017)	**32.0%**

*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 (FPRL), and "low income" schools have 50% or more students eligible for FRPL.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School's performance on the Dashboard and verified data, staff determined that the school's performance in Math requires further review.

[6] 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."
[7] 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."

Based on the charter school's performance on California School Dashboard in Math and the submitted verified data by the charter school, Staff conducted a further analysis of Math in comparison to the Resident Schools Median (RSM).[8] As indicated in the tables below, when comparing the school to the RSM, Oscar de la Hoya Ánimo's data indicates that its student performance on California School Dashboard in 2022 was higher than the RSM for All Students and for all numerically significant student groups in Math. In 2023, in Math, student performance was lower than the RSM for All Students and all numerically significant groups. In 2024, Oscar de la Hoya Ánimo was higher than the RSM for All Students and for all numerically significant student groups in Math.

Resident Schools Analysis

Academic Performance Medians- Math

Oscar De La Hoya Animo Charter High 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**147**	**Very Low**	**-127.0**	**2,172**	**Very Low**	**-141.6**	**Higher**
Latino	146	Very Low	-128.0	2,105	Very Low	-141.4	Higher
English Learner	31	Very Low	-174.0	398	Very Low	-183.2	Higher
Socioeconomically Disadvantaged	141	Very Low	-127.6	2,124	Very Low	-141.6	Higher

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

Oscar De La Hoya Animo Charter High 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**125**	**Red**	**-141.2**	**2,088**	**Orange**	**-131.1**	**Lower**
Latino	118	Red	-141.9	2,014	Orange	-127.6	Lower
Socioeconomically Disadvantaged	123	Red	-140.9	1,579	Orange	-125.6	Lower

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

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

Oscar De La Hoya Animo Charter High 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**133**	**Orange**	**-115.6**	**2,167**	**Orange**	**-117.2**	**Higher**
Latino	125	Yellow	-114.1	2,110	Orange	-118.1	Higher
English Learner	41	No Color	-165.9	418	Orange	-175.6	Higher
Socioeconomically Disadvantaged	127	Yellow	-114.4	2,072	Orange	-115.8	Higher

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

VIII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[9] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[10]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results. CORE guidance states percentiles above 70 indicate above-average growth. Percentiles of 31-70 indicate average growth. Percentiles below 31 indicate below-average growth.

Charter School provided CORE data for All Students and for two student groups (Latino and Socioeconomically Disadvantaged) for 2021-2022, 2022-2023, and 2023-2024. The data showed "average" growth for All Students and both student groups for 2021-2022 and 2022-2023. The data showed "above-average" growth for All Students and both student groups for the 2023-2024.

IX. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Oscar De La Hoya Ánimo Charter High' 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	$2,934,515	$3,096,234	$3,157,962	$2,801,682	$2,401,682
Net Income/Loss	$1,145,472	$161,719	$61,728	($356,280)[1]	($400,000)[2]
Transfers In/Out	$0	$0	$0	$0	$0

[9] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[10] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	614	609	605	546	518

[1] According to Green Dot Public Schools, the 2023-2024 net loss was primarily driven by the exhaustion of Elementary and Secondary School Emergency Relief (ESSER) funds and the investment in critical academic personnel.

[2] According to Green Dot Public Schools, the 2024-2025 Second Interim projected loss of ($400K) was driven by the organization's decision to utilize reserves in its efforts to improve academic outcomes.

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.

Green Dot Public 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)
18	14	$115,424,756	$3,408,314	$23,456,436	$5,338,552

Oscar De La Hoya Animo Charter High

Board District: 2 | Region: East | Location Code: 8827

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	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%	146	-19.3	Low	-12.2	Lower	100%	125	-31.3	-12.0	Declined	Orange	-13.6	Lower	100%	133	2.8	34.0	Increased Significantly	Green	-13.2	Higher
English Learner	97%	30	-106.0	Very Low	-61.2	Lower	100%	28	-109.0	-3.1	Declined	--	-67.7	--	100%	41	-64.7	44.3	Increased Significantly	--	-67.6	Higher
Latino	99%	145	-20.5	Low	-38.6	Higher	100%	118	-32.9	-12.4	Declined	Orange	-40.2	Higher	100%	125	6.9	39.8	Increased Significantly	Green	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	14	-118.8	-5.2	Declined	--	-109.6	--
Socioeconomically Disadvantaged	99%	140	-19.6	Low	-41.4	Higher	100%	123	-31.5	-11.9	Declined	Orange	-42.6	Higher	100%	127	5.1	36.6	Increased Significantly	Green	-40.9	Higher
Students with Disabilities	95%	20	-105.7	Very Low	-97.3	--	100%	16	-126.4	-20.7	Declined Significantly	--	-96.3	--	100%	22	-118.3	8.1	Increased	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Oscar De La Hoya Animo Charter High

Board District: 2 | Region: East | Location Code: 8827

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	147	-127.0	Very Low	-51.7	Lower	100%	125	-141.2	-14.2	Declined	Red	-49.1	Lower	100%	133	-115.6	25.6	Increased Significantly	Orange	-47.6	Lower
English Learner	100%	31	-174.0	Very Low	-92.0	Lower	100%	28	-173.3	0.7	Maintained	--	-93.4	--	100%	41	-165.9	7.4	Increased	--	-93.4	Lower
Latino	100%	146	-128.0	Very Low	-83.4	Lower	100%	118	-141.9	-13.9	Declined	Red	-80.8	Lower	100%	125	-114.1	27.8	Increased Significantly	Yellow	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	14	-203.8	-21.1	Declined Significantly	--	-163.5	--
Socioeconomically Disadvantaged	100%	141	-127.6	Very Low	-84.0	Lower	100%	123	-140.9	-13.3	Declined	Red	-80.8	Lower	100%	127	-114.4	26.5	Increased Significantly	Yellow	-78.2	Lower
Students with Disabilities	100%	21	-191.1	Very Low	-130.8	--	100%	16	-204.1	-13.0	Declined	--	-127.3	--	100%	22	-217.2	-13.1	Declined	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Oscar De La Hoya Animo Charter High

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CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

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	72	62.5%	High	50.3%	Higher	59	54.2%	-8.3	Declined	Orange	48.7%	Higher	61	36.1%	-18.2	Declined Significantly	Red	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	44	36.4%	-19.5	Declined Significantly	Red	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	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	62.5%	0%	29.2%	8.3%	47.5%	2.8%	31.4%	18.3%
2023	EL	54.2%	0%	32.2%	13.6%	45.7%	2.3%	32.2%	18.3%
2024	EL	36.1%	0%	37.7%	26.2%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	36.4%	0%	27.3%	36.4%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	88	88	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	67	68	98.5%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	31	32	96.9%	Y	193,182	202,530	95.4%	Y
2024	EL	73	74	98.6%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	33	33	100.0%	Y	182,603	190,459	95.9%	Y

Oscar De La Hoya Animo Charter High

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CA School 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 cell with "–" 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. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	144	47.9%	Medium	43.9%	Higher	125	41.6%	-6.3	Declined	Orange	45.3%	Lower
English Learner	29	37.9%	Medium	15.3%	--	28	32.1%	-5.8	Declined	--	17.2%	--
Homeless Youth	6	*	*	20.4%	*	20	40.0%	0.0	--	--	21.8%	--
Latino	142	47.9%	Medium	35.5%	Higher	118	39.8%	-8.1	Declined	Orange	37.4%	Higher
Long-Term English Learner	--	--	--	--	--	19	10.5%	-27.9	Declined	--	16.5%	--
Socioeconomically Disadvantaged	141	47.5%	Medium	35.4%	Higher	125	41.6%	-5.9	Declined	Orange	37.4%	Higher
Students with Disabilities	20	0.0%	Very Low	12.3%	--	15	6.7%	6.7	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Oscar De La Hoya Animo Charter High

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	652	0.2%	Very Low	3.1%	Lower	628	0.0%	-0.2	Maintained	Blue	3.5%	Lower	586	0.0%	0.0	Maintained	Blue	3.2%	Lower
English Learner	127	0.8%	Low	3.2%	Lower	113	0.0%	-0.8	Declined	Blue	3.7%	Lower	101	0.0%	0.0	Maintained	Blue	3.4%	Lower
Homeless Youth	57	0.0%	Very Low	5.5%	Lower	11	0.0%	0.0	Maintained	--	6.5%	--	20	0.0%	0.0	Maintained	--	5.7%	--
Latino	631	0.2%	Very Low	3.3%	Lower	601	0.0%	-0.2	Maintained	Blue	3.8%	Lower	563	0.0%	0.0	Maintained	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	69	0.0%	0.0	Maintained	Blue	8.1%	Lower
Socioeconomically Disadvantaged	625	0.2%	Very Low	4.0%	Lower	604	0.0%	-0.2	Maintained	Blue	4.5%	Lower	563	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	114	0.0%	Very Low	5.4%	Lower	100	0.0%	0.0	Maintained	Blue	5.9%	Lower	106	0.0%	0.0	Maintained	Blue	5.4%	Lower
White	18	0.0%	Very Low	2.6%	--	22	0.0%	0.0	Maintained	--	2.9%	--	18	0.0%	0.0	Maintained	--	2.6%	--

Data Sources: California School Dashboard Research data files.

Oscar De La Hoya Animo Charter High

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CA School 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 cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	163	92.6%	High	87.4%	Higher	147	95.9%	3.3	Increased	Blue	86.4%	Higher	127	96.9%	0.9	Maintained	Blue	86.7%	Higher
English Learner	28	78.6%	Low	73.3%	--	30	86.7%	8.1	Increased Significantly	--	73.5%	Higher	28	92.9%	6.2	Increased Significantly	--	77.9%	--
Homeless Youth	7	*	*	74.4%	*	6	*	*	*	*	73.7%	*	20	100.0%	--	--	--	75.7%	--
Latino	163	92.6%	High	85.3%	Higher	145	95.9%	3.2	Increased	Blue	84.2%	Higher	120	96.7%	0.8	Maintained	Blue	85.3%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	19	94.7%	9.6	Increased Significantly	--	80.8%	--
Socioeconomically Disadvantaged	162	93.2%	High	85.1%	Higher	144	95.8%	2.6	Increased	Blue	83.7%	Higher	127	96.9%	1.0	Increased	Blue	84.4%	Higher
Students with Disabilities	32	84.4%	Medium	75.2%	Higher	22	86.4%	2.0	Increased	--	72.7%	--	15	86.7%	0.3	Maintained	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Oscar De La Hoya Animo Charter 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 CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	550	529,902	5,837,690	515	516,685	5,806,221
F/R Meal	95.6%	80.6%	61.6%	95.5%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	14.4%	20.1%	18.4%	15.1%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	2.0%	2.1%	3.6%	3.1%	2.7%	4.0%
Socioeconomically Disadvantaged	96.9%	81.3%	62.7%	96.5%	82.4%	63.6%
Students w/ Disabilities	17.1%	14.8%	13.7%	19.6%	15.6%	14.2%
Migrant Youth	0.2%	0.2%	0.8%	0.4%	0.2%	0.8%
African American/Black	0.7%	7.3%	4.9%	0.4%	7.1%	4.9%
American Indian or Alaska Native	0.2%	0.1%	0.4%	0.4%	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	95.3%	73.8%	56.1%	96.1%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	3.1%	9.8%	20.3%	2.1%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.7%	1.8%	1.1%	1.0%	2.2%	1.2%

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

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

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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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	50	11.5%	17,921	7.3%	226,508	11.1%	39	9.9%	15,302	6.5%	211,186	10.6%	45	12.3%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	5	1.2%	17,295	7.1%	144,189	7.1%	3	0.8%	15,717	6.7%	136,188	6.8%	3	0.8%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	13	3.0%	60,457	24.7%	505,486	24.8%	16	4.1%	60,574	25.7%	519,651	26.0%	17	4.6%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	24	5.5%	18,850	7.7%	236,319	11.6%	21	5.3%	14,725	6.2%	207,768	10.4%	13	3.5%	13,775	6.2%	178,306	9.3%
EL Total	92	21.2%	114,523	46.8%	1,112,502	54.5%	79	20.1%	106,318	45.0%	1,074,793	53.8%	78	21.3%	95,959	43.3%	1,009,030	52.6%
RFEP	341	78.8%	130,377	53.2%	927,694	45.5%	314	79.9%	129,789	55.0%	924,422	46.2%	289	78.7%	125,465	56.7%	909,298	47.4%
Total Ever EL	433	100.0%	244,900	100.0%	2,040,196	100.0%	393	100.0%	236,107	100.0%	1,999,215	100.0%	367	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/filesltel.asp

Oscar De La Hoya Animo Charter 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 Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	550			529,902			515			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	94	100%	17.1%	78,319	100%	14.8%	101	100%	19.6%	80,505	100%	15.6%
High Incidence	79	84%	14.4%	52,153	66.6%	9.8%	84	83.2%	16.3%	52,412	65.1%	10.1%
Low Incidence	15	16%	2.7%	26,162	33.4%	4.9%	17	16.8%	3.3%	28,084	34.9%	5.4%
Autism	10	10.6%	1.8%	18,713	23.9%	3.5%	12	11.9%	2.3%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	1	1%	0.2%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	4	4.3%	0.7%	3,393	4.3%	0.6%	4	4%	0.8%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	18	19.1%	3.3%	10,930	14%	2.1%	20	19.8%	3.9%	11,596	14.4%	2.2%
Orthopedic Impairment	1	1.1%	0.2%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	60	63.8%	10.9%	29,615	37.8%	5.6%	64	63.4%	12.4%	29,368	36.5%	5.7%
Speech or Language Impairment	1	1.1%	0.2%	11,608	14.8%	2.2%	0	0%	0%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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).

Oscar De La Hoya Animo Charter High

Resident Schools Data Set

Academic Performance Medians- Math

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Oscar De La Hoya Animo Charter High	N/A	All Students	147	-127.0	Very Low	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Dr. Maya Angelou Community High	N/A	All Students	231	-176.9	Very Low	Higher
East Los Angeles Renaissance Academy at Esteban E. Torres High No. 2	N/A	All Students	62	-142.1	Very Low	Higher
Engineering and Technology Academy at Esteban E. Torres High No. 3	N/A	All Students	86	-144.1	Very Low	Higher
Felicitas and Gonzalo Mendez High	N/A	All Students	185	-100.2	Low	Lower
Humanitas Academy of Art and Technology at Esteban E. Torres High No. 4	N/A	All Students	102	-131.1	Very Low	Higher
James A. Garfield Senior High	N/A	All Students	544	-72.8	Low	Lower
Nava College Preparatory Academy	N/A	All Students	131	-160.3	Very Low	Higher
Santee Education Complex	N/A	All Students	346	-141.1	Very Low	Higher
Theodore Roosevelt Senior High	N/A	All Students	326	-132.0	Very Low	Higher
Thomas Jefferson Senior High	N/A	All Students	159	-148.5	Very Low	Higher
Resident Schools Median	**N/A**	**All Students**	**2,172**	**-141.6**	**Very Low**	**Higher**

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

Oscar De La Hoya Animo Charter High 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**147**	**Very Low**	**-127.0**	**2,172**	**Very Low**	**-141.6**	**Higher**
Latino	146	Very Low	-128.0	2,105	Very Low	-141.4	Higher
English Learner	31	Very Low	-174.0	398	Very Low	-183.2	Higher
Socioeconomically Disadvantaged	141	Very Low	-127.6	2,124	Very Low	-141.6	Higher

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

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students

School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter to Resident Comparison (DFS)
Oscar De La Hoya Animo Charter High	N/A	All Students	125	Red	-141.2	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Dr. Maya Angelou Community High	N/A	All Students	182	Red	-191.8	Higher
East Los Angeles Renaissance Academy at Esteban E. Torres High No. 2	N/A	All Students	60	Yellow	-86.6	Lower
Engineering and Technology Academy at Esteban E. Torres High No. 3	N/A	All Students	76	Red	-192.1	Higher
Felicitas and Gonzalo Mendez High	N/A	All Students	196	Orange	-106.9	Lower
Humanitas Academy of Art and Technology at Esteban E. Torres High No. 4	N/A	All Students	90	Red	-135.6	Lower
James A. Garfield Senior High	N/A	All Students	545	Orange	-86.1	Lower
Nava College Preparatory Academy	N/A	All Students	98	Orange	-134.2	Lower
Santee Education Complex	N/A	All Students	332	Orange	-128.0	Lower

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Theodore Roosevelt Senior High	N/A	All Students	370	Yellow	-111.2	Lower
Thomas Jefferson Senior High	N/A	All Students	139	Red	-168.0	Higher
Resident Schools Median	**N/A**	**All Students**	**2,088**	**Orange**	**-131.1**	**Lower**

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

Oscar De La Hoya Animo Charter High 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**125**	**Red**	**-141.2**	**2,088**	**Orange**	**-131.1**	**Lower**
Latino	118	Red	-141.9	2,014	Orange	-127.6	Lower
Socioeconomically Disadvantaged	123	Red	-140.9	1,579	Orange	-125.6	Lower

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

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Oscar De La Hoya Animo Charter High	N/A	All Students	133	Orange	-115.6	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Boyle Heights Science, Technology, Engineering and Math Magnet	N/A	All Students	36	No Color	-33.6	Lower
Dr. Maya Angelou Community High	N/A	All Students	229	Orange	-165.2	Higher

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator-All Students						803
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
East Los Angeles Renaissance Academy at Esteban E. Torres High No. 2	N/A	All Students	73	Red	-117.2	Higher
Engineering and Technology Academy at Esteban E. Torres High No. 3	N/A	All Students	59	Orange	-118.1	Higher
Felicitas and Gonzalo Mendez High	N/A	All Students	171	Orange	-104.8	Lower
Humanitas Academy of Art and Technology at Esteban E. Torres High No. 4	N/A	All Students	83	Red	-141.0	Higher
James A. Garfield Senior High	N/A	All Students	512	Orange	-83.5	Lower
Nava College Preparatory Academy	N/A	All Students	112	Yellow	-103.6	Lower
Santee Education Complex	N/A	All Students	382	Red	-129.9	Higher
Theodore Roosevelt Senior High	N/A	All Students	380	Yellow	-88.5	Lower
Thomas Jefferson Senior High	N/A	All Students	130	Orange	-147.8	Higher
Resident Schools Median	**N/A**	**All Students**	**2,167**	**Orange**	**-117.2**	**Higher**

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

Oscar De La Hoya Animo Charter High 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

All Students and Numerically Significant Student Groups

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**133**	**Orange**	**-115.6**	**2,167**	**Orange**	**-117.2**	**Higher**
Latino	125	Yellow	-114.1	2,110	Orange	-118.1	Higher
English Learner	41	No Color	-165.9	418	Orange	-175.6	Higher
Socioeconomically Disadvantaged	127	Yellow	-114.4	2,072	Orange	-115.8	Higher

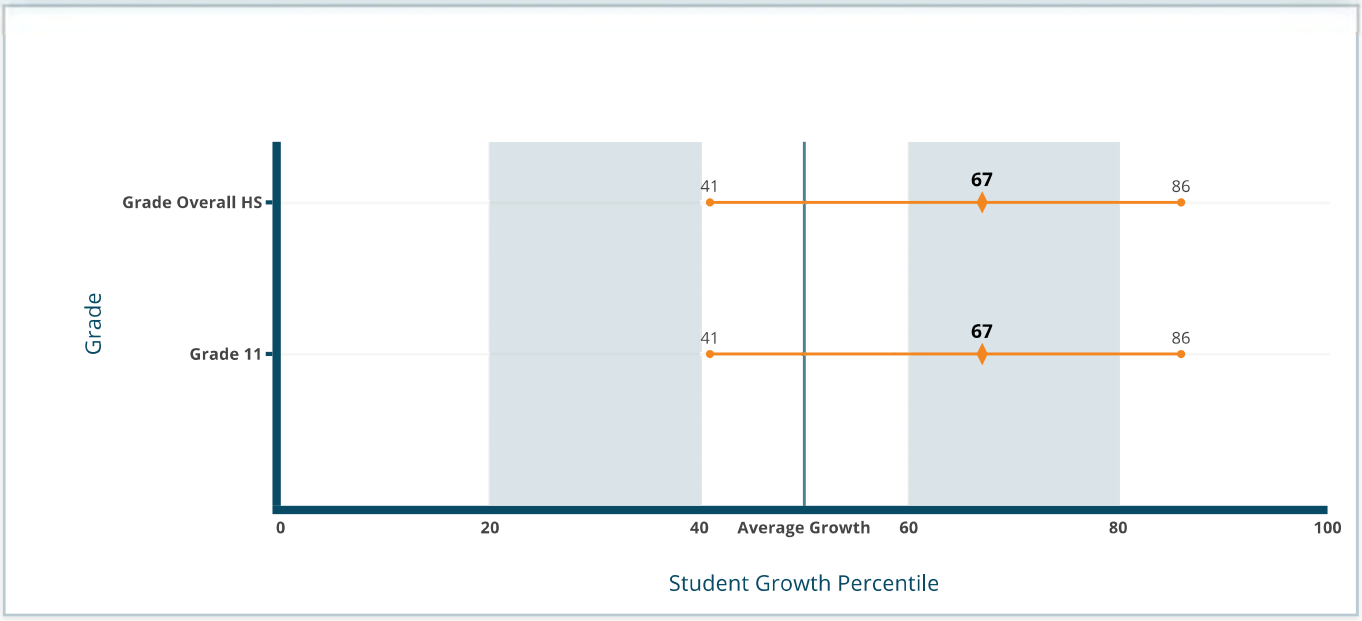
Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in English Language Arts among All Students, 2021-2022



Metric Breakdown

Grade Overall HS

Growth Est:	67
Index Level:	7
Confidence Interval:	41-86
Number of Students:	126

The growth percentile is 67 which represents average growth. Students in this case grew 9 scale score points greater than similar students.

Grade 11

Growth Est:	67
Index Level:	7
Confidence Interval:	41-86
Number of Students:	126

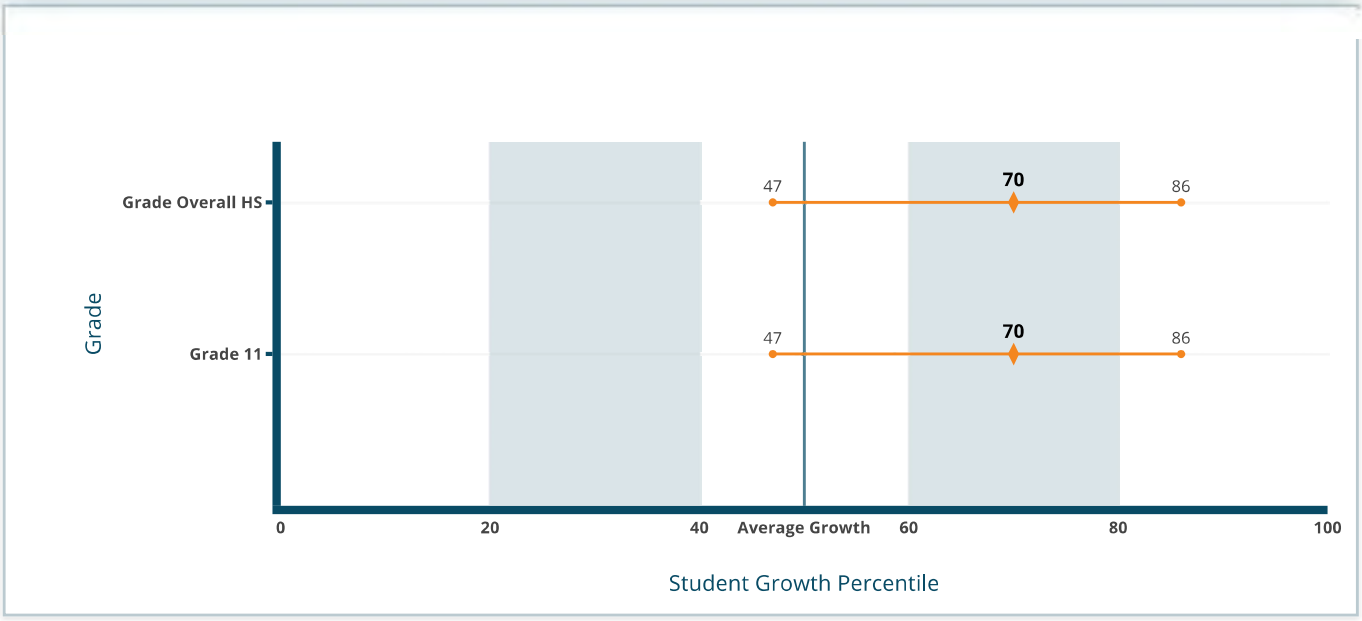
The growth percentile is 67 which represents average growth. Students in this case grew 9 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in Math among All Students, 2021-2022



Metric Breakdown

Grade Overall HS

Growth Est:	70
Index Level:	7
Confidence Interval:	47-86
Number of Students:	127

The growth percentile is 70 which represents average growth. Students in this case grew 11 scale score points greater than similar students.

Grade 11

Growth Est:	70
Index Level:	7
Confidence Interval:	47-86
Number of Students:	127

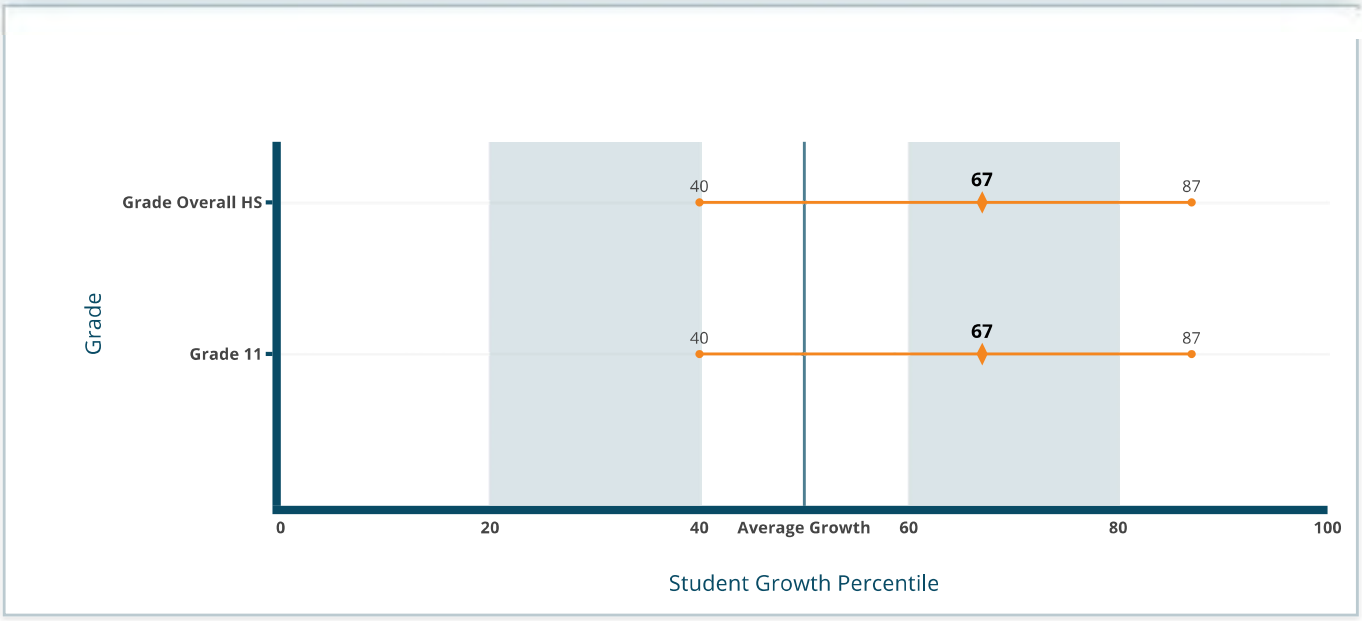
The growth percentile is 70 which represents average growth. Students in this case grew 11 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in English Language Arts among Latinx Students, 2021-2022



Metric Breakdown

Grade Overall HS

Growth Est:	67
Index Level:	7
Confidence Interval:	40-87
Number of Students:	125

The growth percentile is 67 which represents average growth. Students in this case grew 9 scale score points greater than similar students.

Grade 11

Growth Est:	67
Index Level:	7
Confidence Interval:	40-87
Number of Students:	125

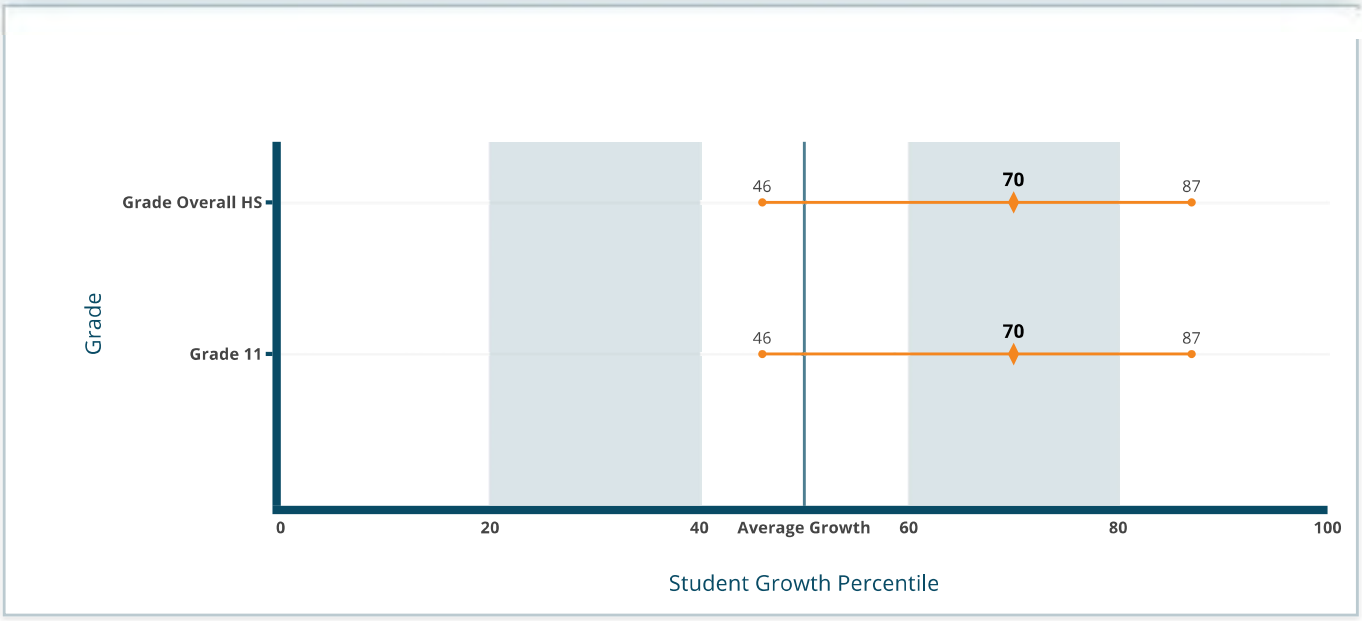
The growth percentile is 67 which represents average growth. Students in this case grew 9 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in Math among Latinx Students, 2021-2022



Metric Breakdown

Grade Overall HS

Growth Est:	70
Index Level:	7
Confidence Interval:	46-87
Number of Students:	126

The growth percentile is 70 which represents average growth. Students in this case grew 11 scale score points greater than similar students.

Grade 11

Growth Est:	70
Index Level:	7
Confidence Interval:	46-87
Number of Students:	126

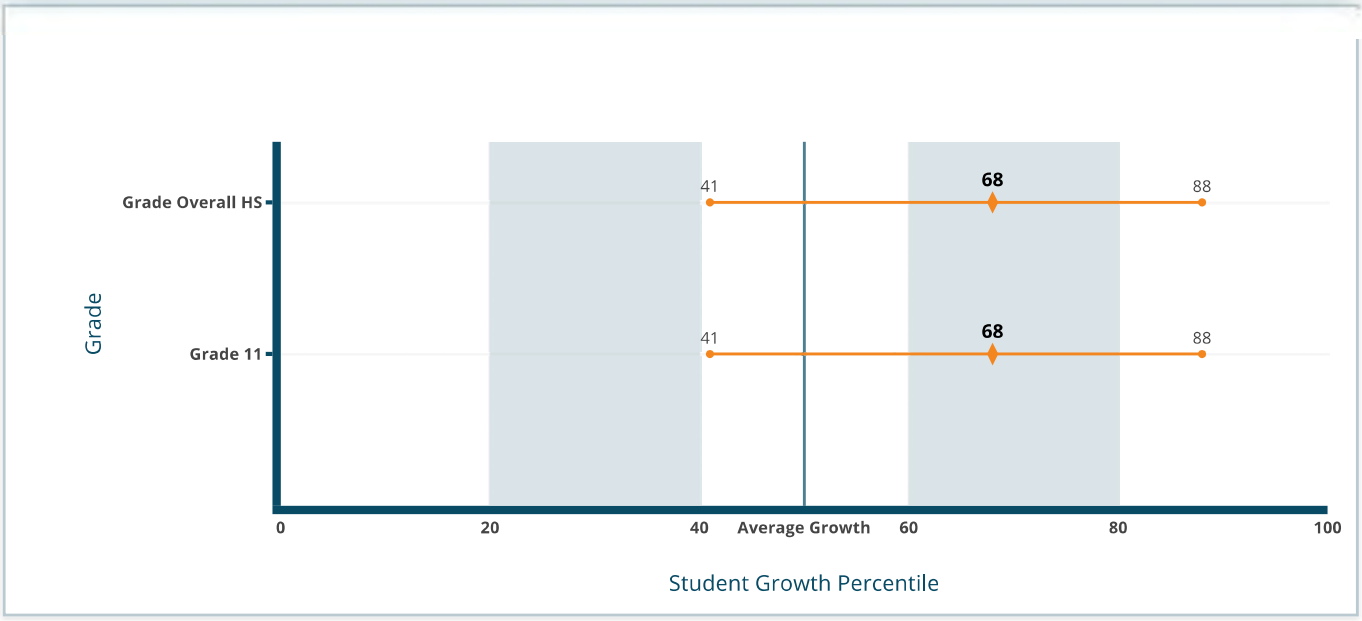
The growth percentile is 70 which represents average growth. Students in this case grew 11 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in English Language Arts among Socio-Economically Disadvantaged Students, 2021-2022



Metric Breakdown

Grade Overall HS

Growth Est:	68
Index Level:	7
Confidence Interval:	41-88
Number of Students:	102

The growth percentile is 68 which represents average growth. Students in this case grew 10 scale score points greater than similar students.

Grade 11

Growth Est:	68
Index Level:	7
Confidence Interval:	41-88
Number of Students:	102

The growth percentile is 68 which represents average growth. Students in this case grew 10 scale score points greater than similar students.

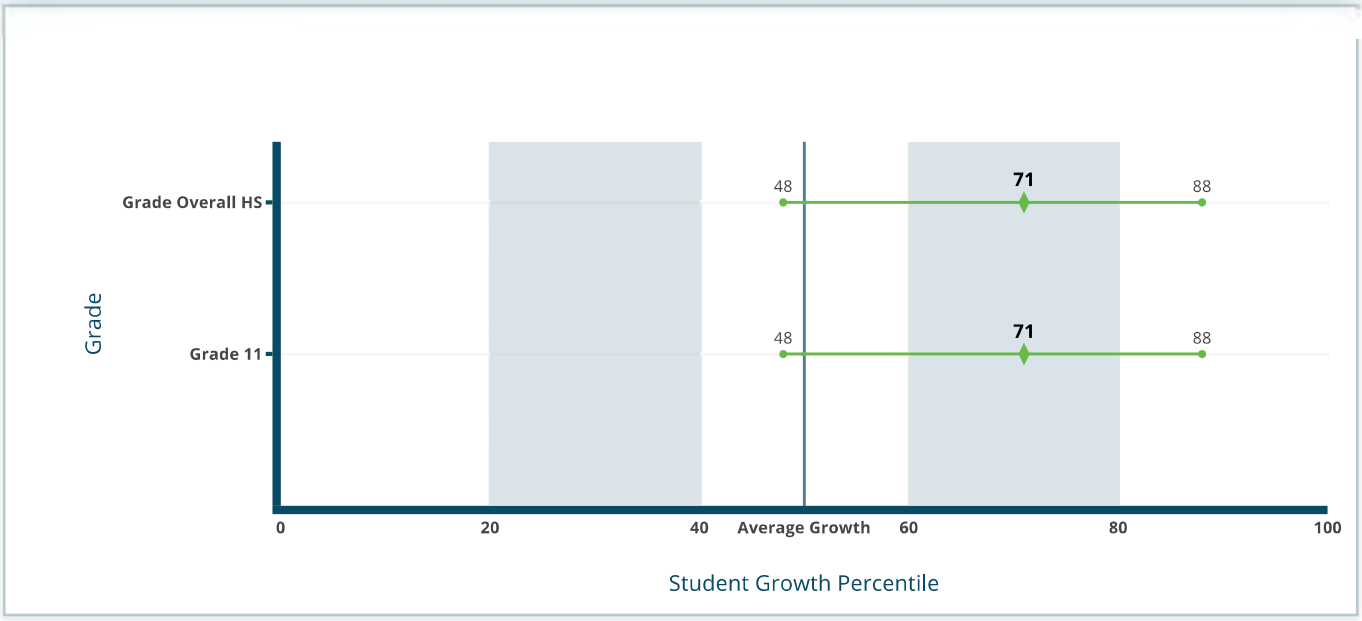
809

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in Math among Socio-Economically Disadvantaged Students, 2021-2022



Metric Breakdown

Grade Overall HS

Growth Est:	71
Index Level:	8
Confidence Interval:	48-88
Number of Students:	103

The growth percentile is 71 which represents above average growth. Students in this case grew 12 scale score points greater than similar students.

Grade 11

Growth Est:	71
Index Level:	8
Confidence Interval:	48-88
Number of Students:	103

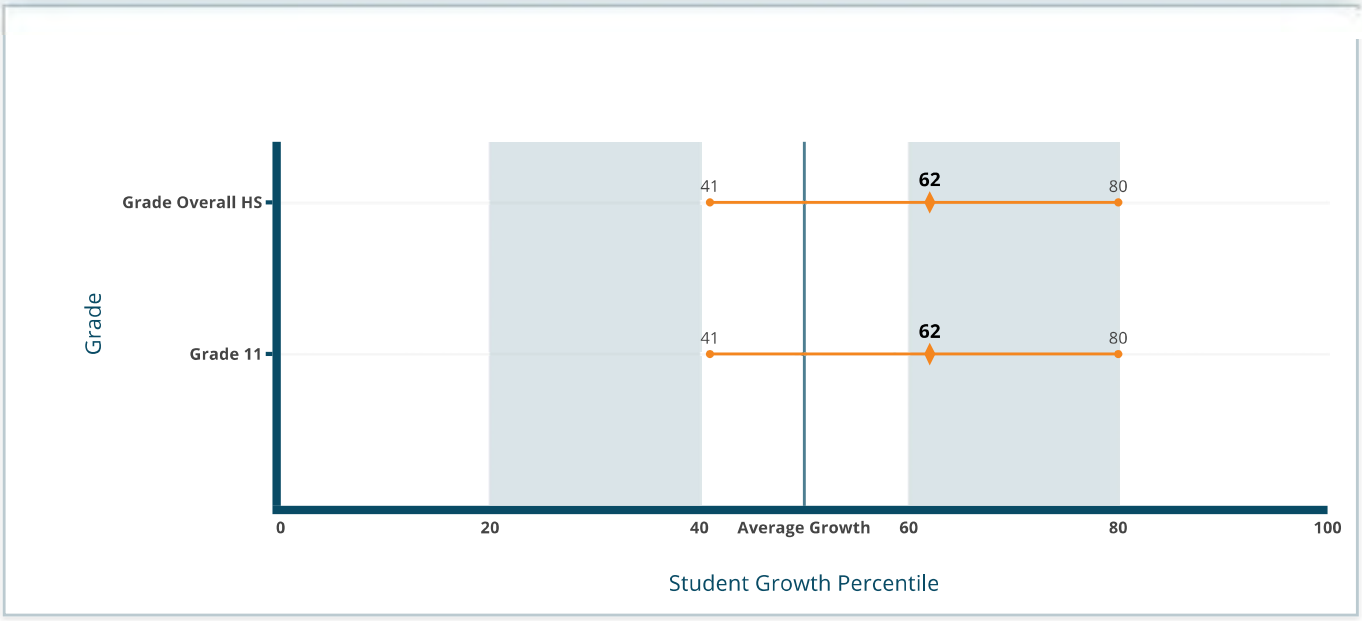
The growth percentile is 71 which represents above average growth. Students in this case grew 12 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in English Language Arts among All Students, 2022-2023



Metric Breakdown

Grade Overall HS

Growth Est:	62
Index Level:	7
Confidence Interval:	41-80
Number of Students:	108

The growth percentile is 62 which represents average growth. Students in this case grew 6 scale score points greater than similar students.

Grade 11

Growth Est:	62
Index Level:	7
Confidence Interval:	41-80
Number of Students:	108

The growth percentile is 62 which represents average growth. Students in this case grew 7 scale score points greater than similar students.

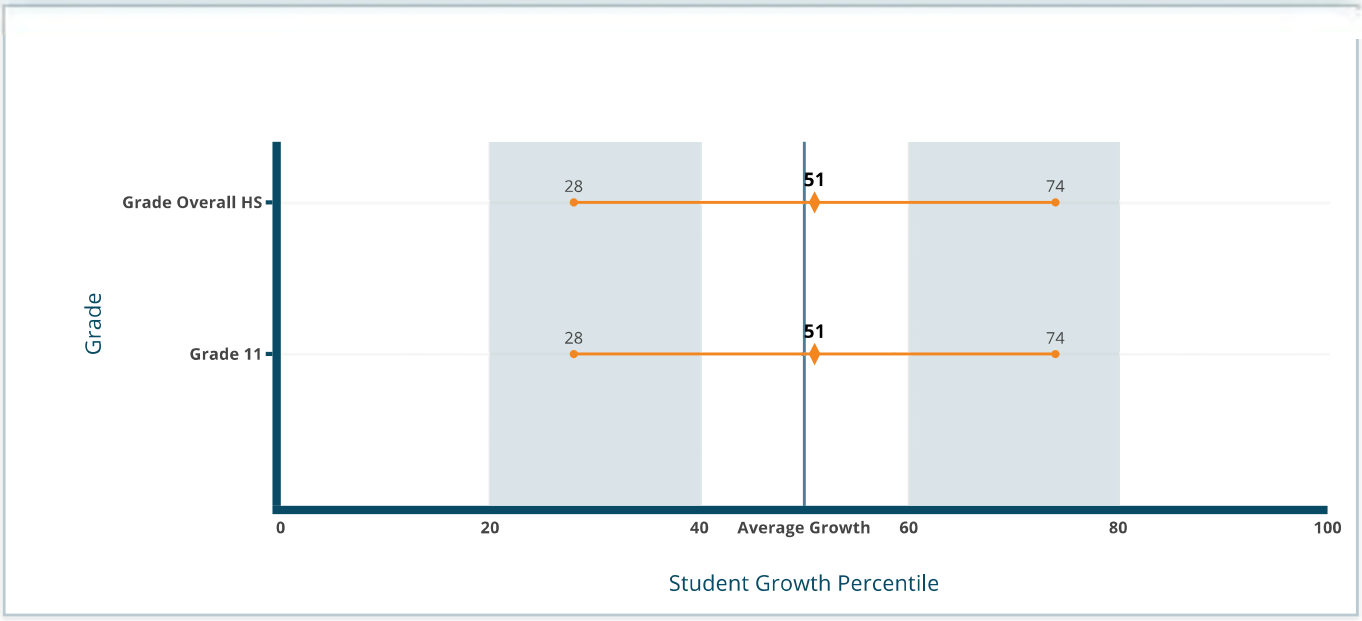
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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in Math among All Students, 2022-2023



Metric Breakdown

Grade Overall HS

Growth Est:	51
Index Level:	6
Confidence Interval:	28-74
Number of Students:	108

The growth percentile is 51 which represents average growth. Students in this case grew 1 scale score points greater than similar students.

Grade 11

Growth Est:	51
Index Level:	6
Confidence Interval:	28-74
Number of Students:	108

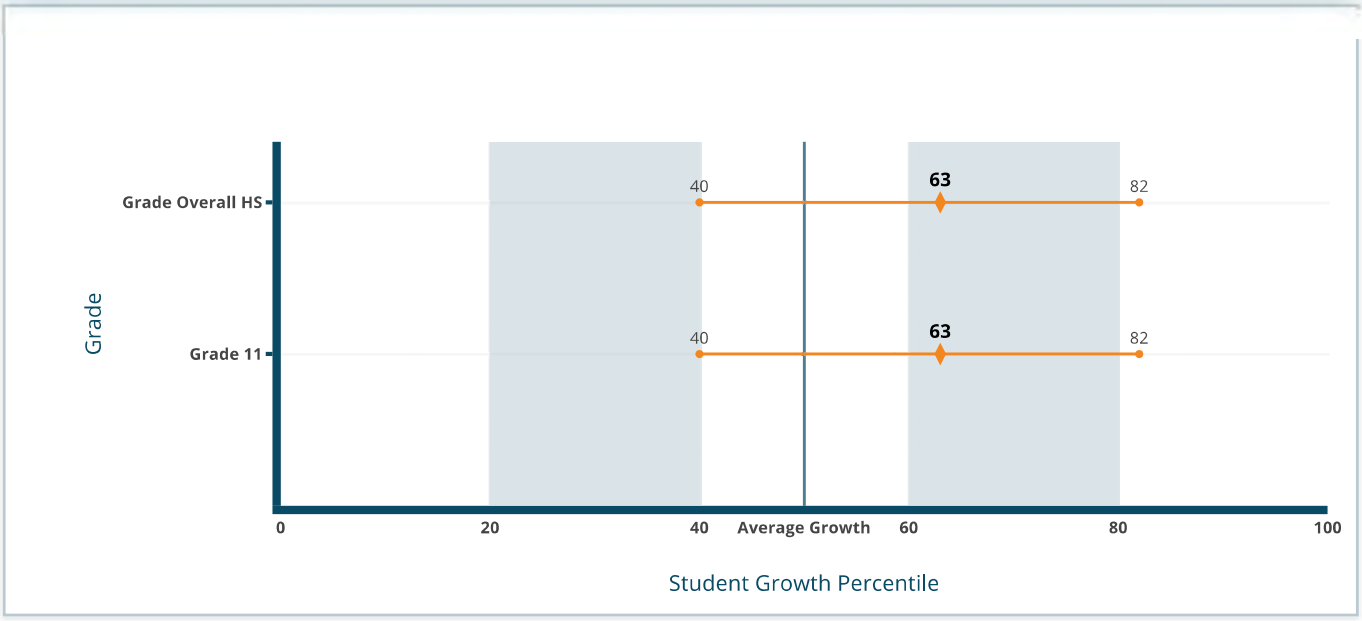
The growth percentile is 51 which represents average growth. Students in this case grew 1 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in English Language Arts among Latinx Students, 2022-2023



Metric Breakdown

Grade Overall HS

Growth Est:	63
Index Level:	7
Confidence Interval:	40-82
Number of Students:	103

The growth percentile is 63 which represents average growth. Students in this case grew 7 scale score points greater than similar students.

Grade 11

Growth Est:	63
Index Level:	7
Confidence Interval:	40-82
Number of Students:	103

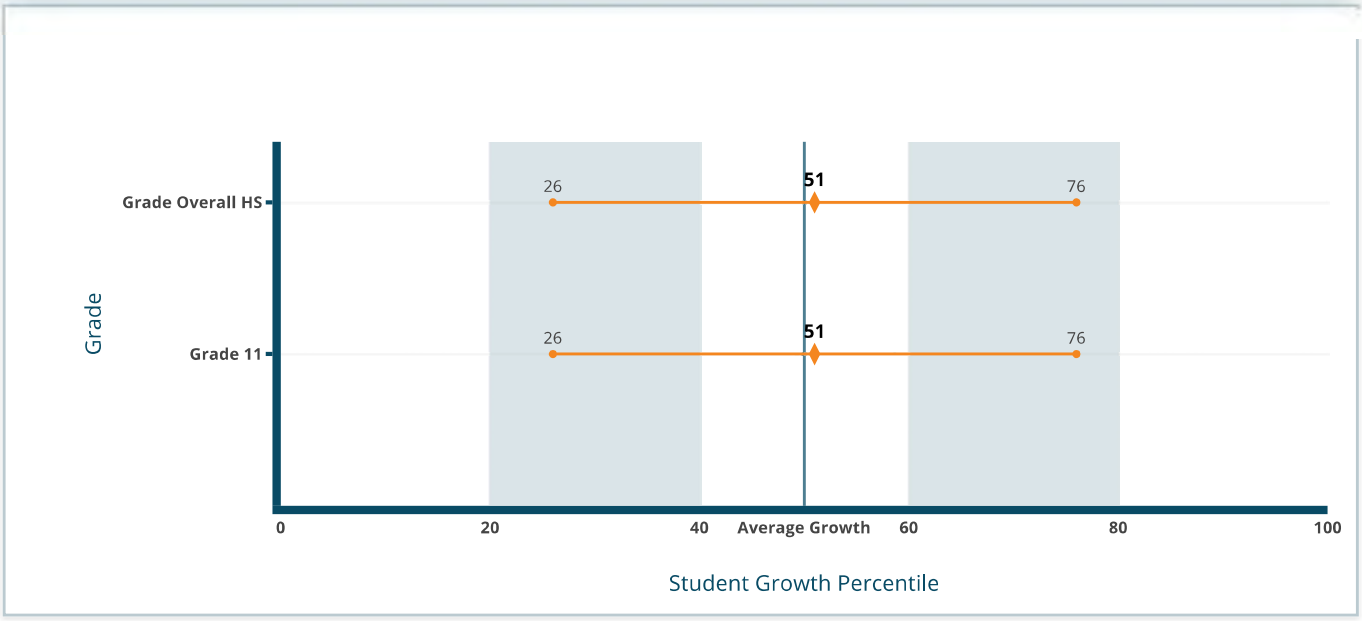
The growth percentile is 63 which represents average growth. Students in this case grew 7 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in Math among Latinx Students, 2022-2023



Metric Breakdown

Grade Overall HS

Growth Est:	51
Index Level:	6
Confidence Interval:	26-76
Number of Students:	103

The growth percentile is 51 which represents average growth. Students in this case grew 1 scale score points greater than similar students.

Grade 11

Growth Est:	51
Index Level:	6
Confidence Interval:	26-76
Number of Students:	103

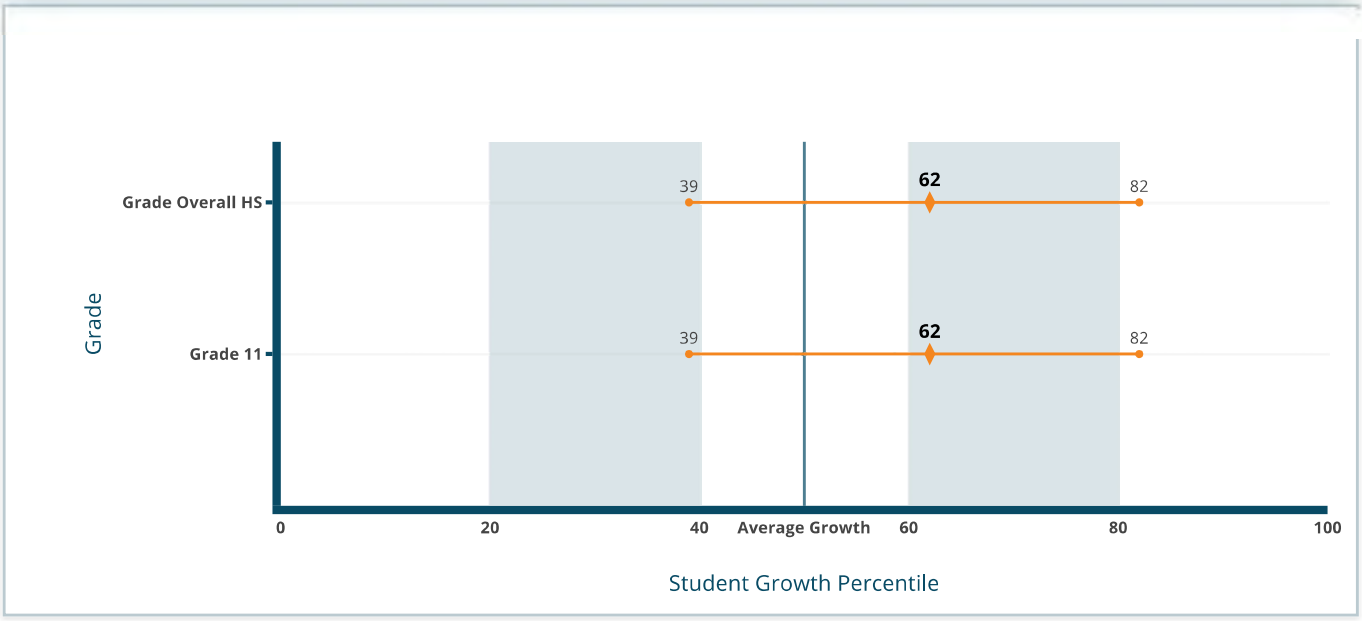
The growth percentile is 51 which represents average growth. Students in this case grew 1 scale score points greater than similar students.

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School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in English Language Arts among Socio-Economically Disadvantaged Students, 2022-2023



Metric Breakdown

Grade Overall HS

Growth Est:	62
Index Level:	7
Confidence Interval:	39-82
Number of Students:	108

The growth percentile is 62 which represents average growth. Students in this case grew 6 scale score points greater than similar students.

Grade 11

Growth Est:	62
Index Level:	7
Confidence Interval:	39-82
Number of Students:	108

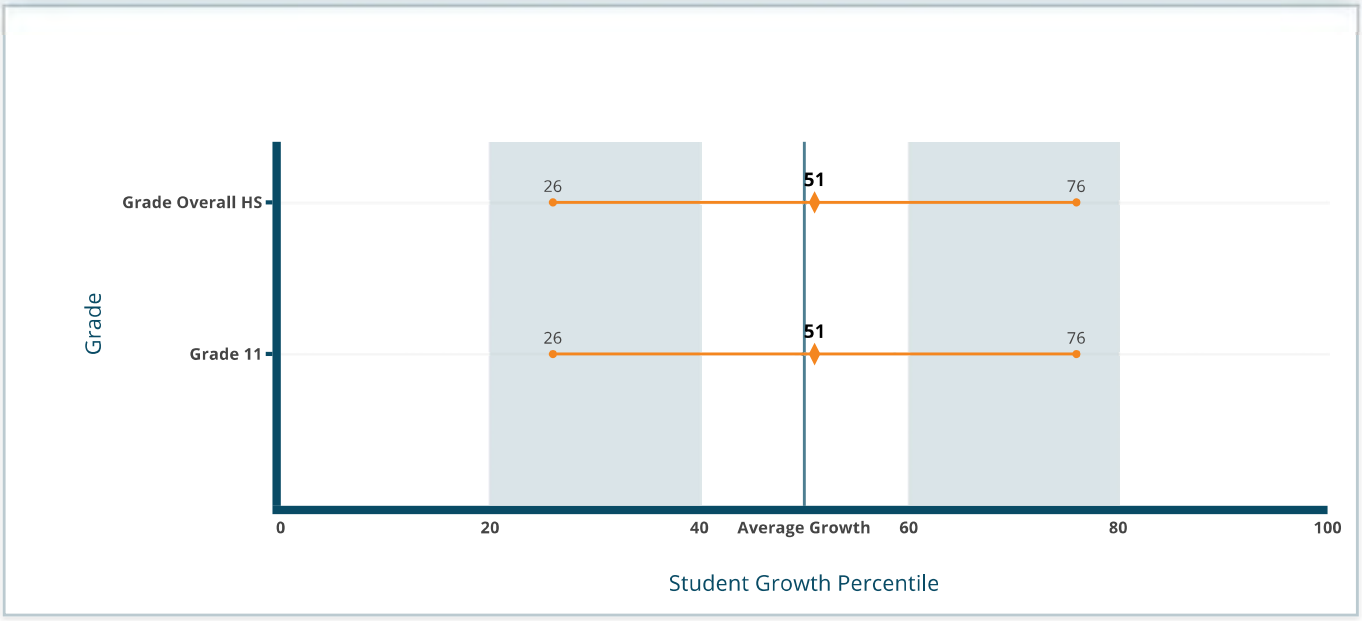
The growth percentile is 62 which represents average growth. Students in this case grew 7 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in Math among Socio-Economically Disadvantaged Students, 2022-2023



Metric Breakdown

Grade Overall HS

Growth Est:	51
Index Level:	6
Confidence Interval:	26-76
Number of Students:	108

The growth percentile is 51 which represents average growth. Students in this case grew 1 scale score points greater than similar students.

Grade 11

Growth Est:	51
Index Level:	6
Confidence Interval:	26-76
Number of Students:	108

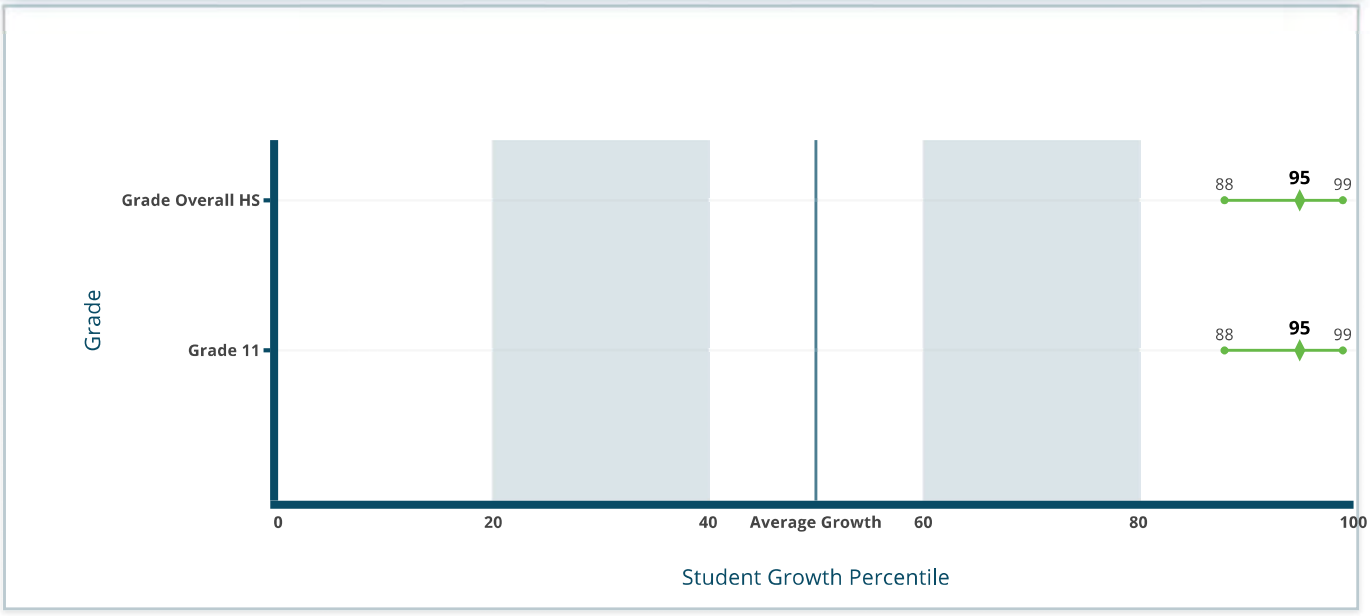
The growth percentile is 51 which represents average growth. Students in this case grew 1 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in English Language Arts among All Students, 2023-2024



Metric Breakdown

Grade Overall HS

Growth Est:	95
Index Level:	10
Confidence Interval:	88-99
Number of Students:	115

The growth percentile is 95 which represents above average growth. Students in this case grew 35 scale score points greater than similar students.

Grade 11

Growth Est:	95
Index Level:	10
Confidence Interval:	88-99
Number of Students:	115

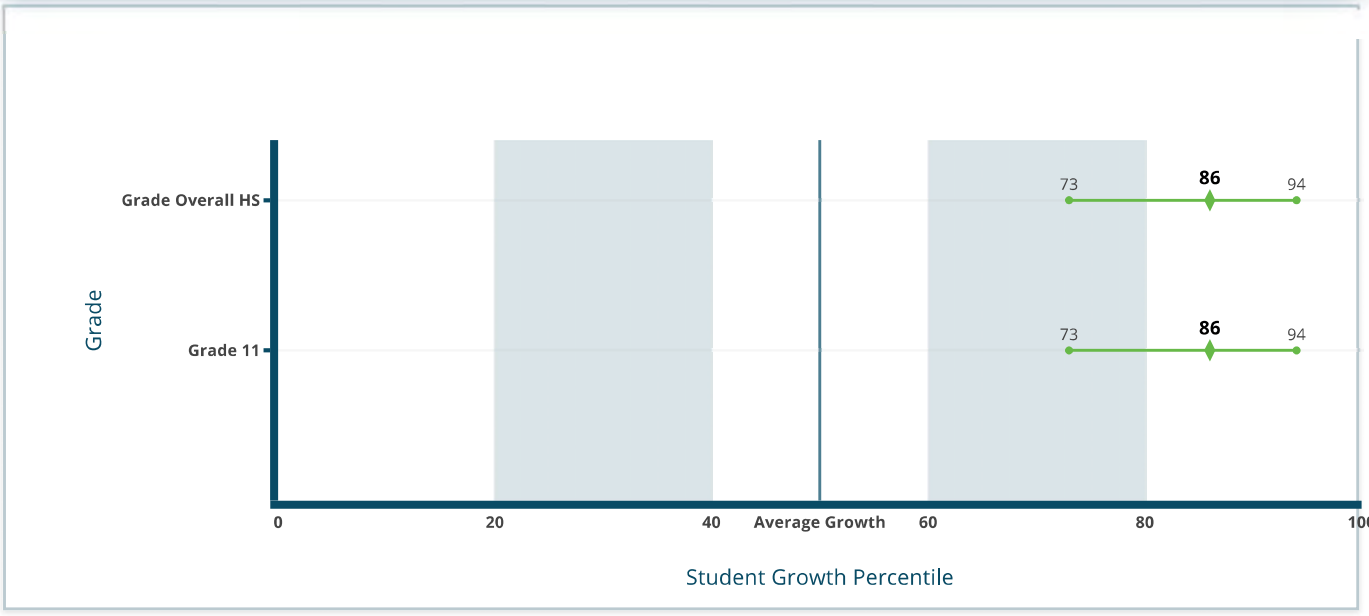
The growth percentile is 95 which represents above average growth. Students in this case grew 35 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in Math among All Students, 2023-2024



Metric Breakdown

Grade Overall HS

Growth Est:	86
Index Level:	9
Confidence Interval:	73-94
Number of Students:	115

The growth percentile is 86 which represents above average growth. Students in this case grew 23 scale score points greater than similar students.

Grade 11

Growth Est:	86
Index Level:	9
Confidence Interval:	73-94
Number of Students:	115

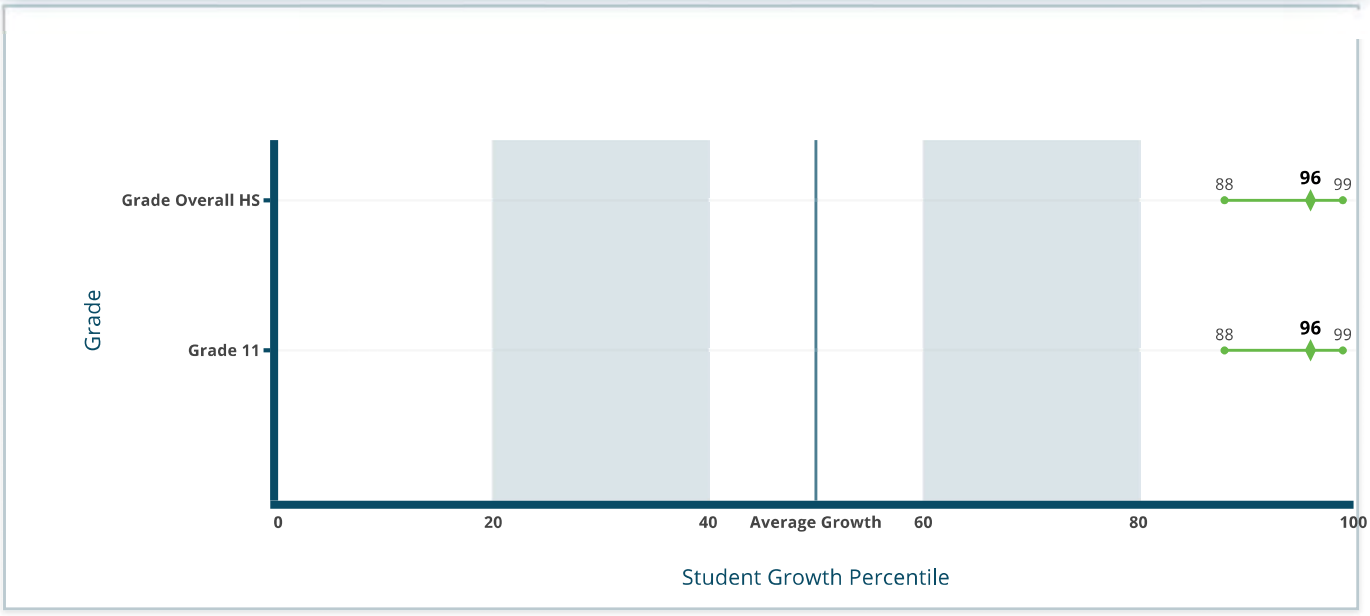
The growth percentile is 86 which represents above average growth. Students in this case grew 23 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in English Language Arts among Latinx Students, 2023-2024



Metric Breakdown

Grade Overall HS

Growth Est:	96
Index Level:	10
Confidence Interval:	88-99
Number of Students:	109

The growth percentile is 96 which represents above average growth. Students in this case grew 37 scale score points greater than similar students.

Grade 11

Growth Est:	96
Index Level:	10
Confidence Interval:	88-99
Number of Students:	109

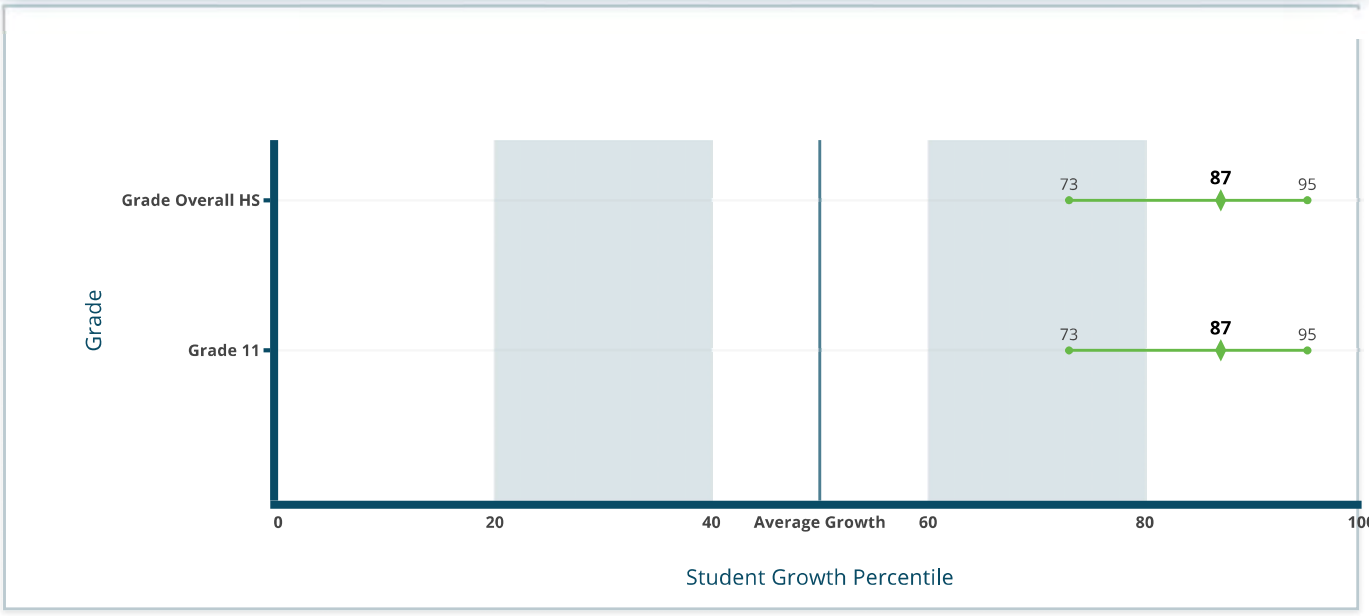
The growth percentile is 96 which represents above average growth. Students in this case grew 37 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in Math among Latinx Students, 2023-2024



Metric Breakdown

Grade Overall HS

Growth Est:	87
Index Level:	9
Confidence Interval:	73-95
Number of Students:	109

The growth percentile is 87 which represents above average growth. Students in this case grew 24 scale score points greater than similar students.

Grade 11

Growth Est:	87
Index Level:	9
Confidence Interval:	73-95
Number of Students:	109

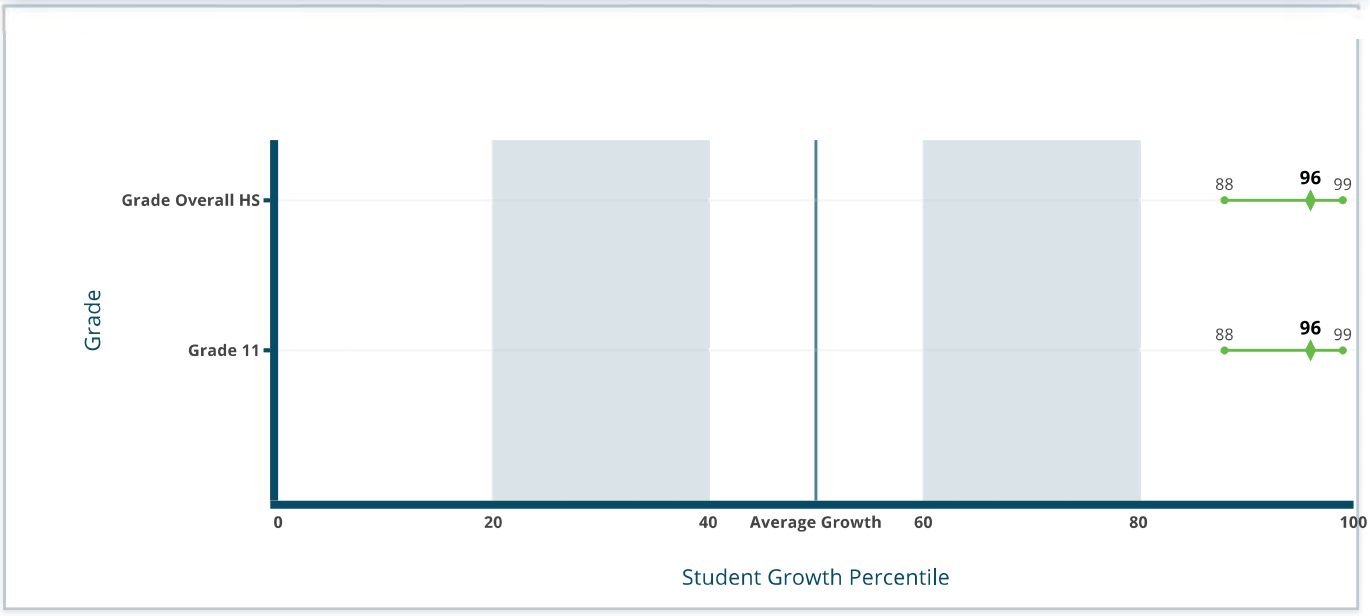
The growth percentile is 87 which represents above average growth. Students in this case grew 24 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in English Language Arts among Socio-Economically Disadvantaged Students, 2023-2024



Metric Breakdown

Grade Overall HS

Growth Est:	96
Index Level:	10
Confidence Interval:	88-99
Number of Students:	109

The growth percentile is 96 which represents above average growth. Students in this case grew 37 scale score points greater than similar students.

Grade 11

Growth Est:	96
Index Level:	10
Confidence Interval:	88-99
Number of Students:	109

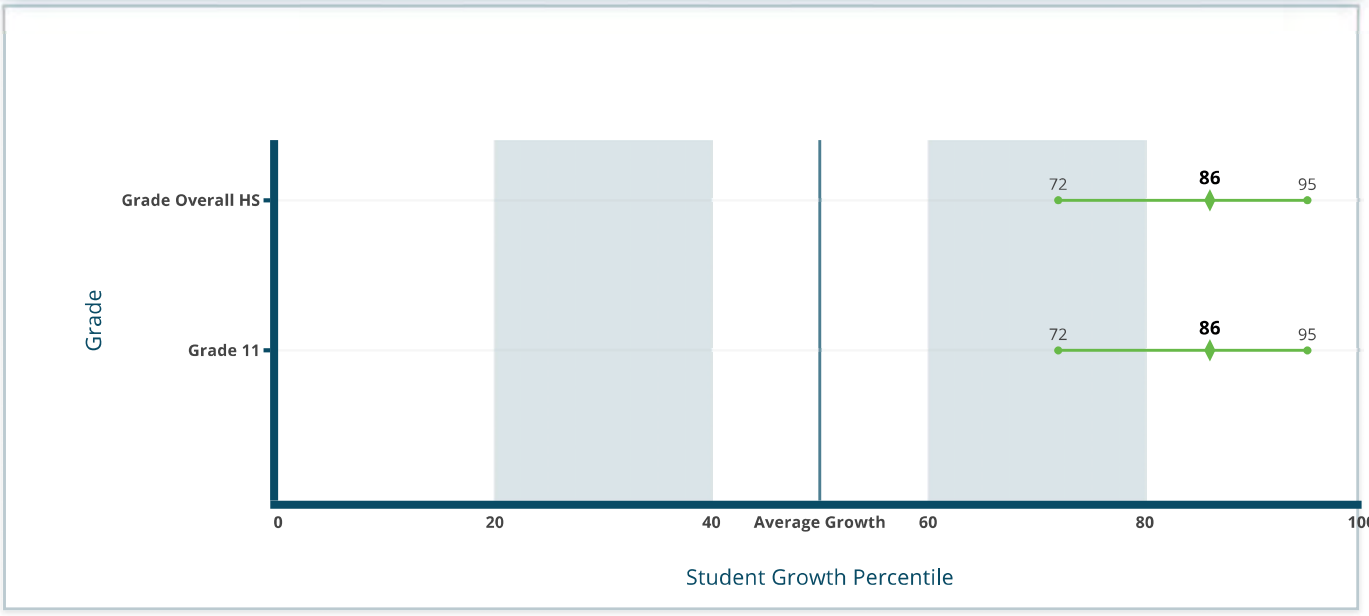
The growth percentile is 96 which represents above average growth. Students in this case grew 37 scale score points greater than similar students.

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

School Report

District:	School Name:	School Code:	Address:
Green Dot	Oscar De La Hoya Animo Charter High	0101675	1114 South Lorena St. Los Angeles, CA 90023-2915

Growth in Math among Socio-Economically Disadvantaged Students, 2023-2024



Metric Breakdown

Grade Overall HS

Growth Est:	86
Index Level:	9
Confidence Interval:	72-95
Number of Students:	109

The growth percentile is 86 which represents above average growth. Students in this case grew 23 scale score points greater than similar students.

Grade 11

Growth Est:	86
Index Level:	9
Confidence Interval:	72-95
Number of Students:	109

The growth percentile is 86 which represents above average growth. Students in this case grew 23 scale score points greater than similar students.

ATTACHMENT E

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
OSCAR DE LA HOYA ÁNIMO CHARTER HIGH
BOARD OF EDUCATION REPORT 090-25/26
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 625 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 Oscar de la Hoya Ánimo Charter 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:
Imelda Phillips

IMELDA P. PHILLIPS, Ed.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 23

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-091-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Para Los Niños Middle [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Para Los Niños Middle) Recommends approval of the renewal petition for Para Los Niños Middle, with a benchmark, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 405 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Para Los Niños Middle ("Charter School"), with a benchmark in the area of academics, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 405 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Para Los Niños Middle is a 6-8 school currently serving 301 students on a District facility at 835 Stanford Avenue, Los Angeles, CA, 90021 in Board District 2 and Region East. Para Los Niños Middle was originally approved by the LAUSD Board of Education on May 13, 2008. On November 7, 2017, the charter school was renewed for a five-year term to serve 405 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Para Los Niños Middle expires June 30, 2026.

On July 18, 2025, Para Los Niños Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 16, 2025.

An initial Public Hearing was held on September 16, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:
Current Para Los Niños Middle governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the

Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.
Board Options and Consequences:
"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. 091-25/26, 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 - Para Los Niños Middle Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1lo4oHVgaD-mdVo29iehskWZPCvC59TNk?usp=sharing>

Submitted:
09/19/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 091-25/26
October 14, 2025

School Name:	**Para Los Niños Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Para Los Niños**		
Location Code:	**8016**		
Type of Site(s):	**Co-Location Pursuant to Lease Agreement**		
Site Address(es):	**835 Stanford Ave, Los Angeles, CA 90021 (9th Street ES Campus)**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**6-8**	Current Enrollment:	**301**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**405**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Para Los Niños Middle for the 2026-2031 charter term: 1. In each year of the charter term, the school shall demonstrate progress on the Chronic Absenteeism Indicator as reported on the California School Dashboard by making progress towards lowering student absences by achieving a Declined or Declined Significantly from the prior year as measured by Change Level; or achieved a percentage of students that are chronically absent that is equal to or lower than the state percentage of students that are chronically absent. 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.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Para Los Ninos Middle ("PLNM" or "Charter School"), with a benchmark in the area of academics, 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 405 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Para Los Niños Middle
Initial Authorization:	On May 13, 2008, Para Los Niños Middle was authorized by the LAUSD Board of Education to serve 375 students in grades 6-8.

	Para Los Niños Middle
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 405 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Para Los Niños Middle expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Para Los Niños Middle: 1. Achieve growth of at least one performance level per academic year on both the English Language Arts and Mathematics indicators for measuring "Academic Performance" on the California School Dashboard, as reported by the California Department of Education (CDE), for "All Students" and for all of the school's numerically significant subgroups, with the goal of achieving and maintaining the "Green" performance level or higher on each of these indicators. 2. Achieve growth of at least one performance level per academic year on the English Learner Progress indicator for measuring "Academic Performance" on the California School Dashboard, as reported by the California Department of Education (CDE), with the goal of achieving and maintaining the "Green" performance level or higher on this indicator. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Para Los Niños Middle submitted its renewal petition application on July 18, 2025. The 90-day statutory timeline for Board action on the petition runs through October 16, 2025.
Concurrent Request for Material Revision:	Not applicable

	Para Los Niños Middle
Master Plan for English Learners and Standard English Learners:	Para Los Niños Middle implements the Los Angeles Unified School District's English Learner Master Plan
Special Education SELPA	Para Los Niños Middle participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Para Los Niños Middle is operated by Para Los Niños, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Para Los Niños Middle has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state in both ELA and Math, but higher on the English Learner Progress Indicator (ELPI). The charter school provided two years of verified data from 2023-2024 and 2024-2025, demonstrating one year's progress for All Students and all student groups in ELA and Math.

Please see the Para Los Niños Middle data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Para Los Niños Middle Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Very Low	Very High	Not Applicable	Very High	Not Applicable	Medium
2022-2023	Red	Red	Orange	Not Applicable	Yellow	Not Applicable	Blue
2023-2024	Yellow	Yellow	Orange	Not Applicable	Red	Not Applicable	Orange

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, 2023, and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and in 2022 and 2023 was lower than the state for all four numerically significant student groups. In 2024 in ELA, four of five numerically significant student groups were lower than the state for their respective student groups.

In order to increase student outcomes in ELA for all student groups, the charter school reports implementation of a tiered integrated and designated ELD program for English Learners based on ELPAC data, targeted ELA intervention classes based on iReady assessment data with Instructional Assistant and Resource Teacher support, and ongoing professional development and coaching by administration and Instructional Coordinators with teachers and instructional assistants.

Para Los Niños Middle - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-64.2**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-63.6	Low	-38.6	Lower
English Learner	Met	Very Low	-99.7	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-64.8	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-126.1	Very Low	-97.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Para Los Niños Middle - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-70.4**	**-6.2**	**Orange**	**-13.6**	**Lower**
Latino	Met	Red	-71.6	-8.0	Orange	-40.2	Lower
English Learner	Met	Red	-100.3	-0.6	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Red	-70.6	-5.8	Orange	-42.6	Lower
Students with Disabilities	Met	Orange	-109.7	16.4	Red	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Para Los Niños Middle - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-43.8**	**26.6**	**Orange**	**-13.2**	**Lower**
Latino	Met	Yellow	-44.6	27.0	Orange	-39.3	Lower
English Learner	Met	Orange	-86.5	13.8	Orange	-67.6	Lower

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Long Term English Learner	Met	Red	-125.9	2.9	Red	-109.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-44.7	25.9	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-94.0	15.7	Red	-95.6	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, 2023, and 2024 in Math, the charter school's DFS was lower than the state for All Students, and in 2022 and 2023 was lower than the state for all four numerically significant student groups. In 2024 in Math, four of five numerically significant student groups were lower than the state for their respective student groups.

In order to increase student outcomes in Math for all student groups, the charter school reports implementation of a tiered integrated and designated ELD program for English Learners based on ELPAC data, targeted math intervention classes based on iReady assessment data with Instructional Assistant and Resource Teacher support, and ongoing professional development and coaching by administration and Instructional Coordinators with teachers and instructional assistants.

Para Los Niños Middle - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-121.2**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-122.2	Low	-83.4	Lower
English Learner	Met	Very Low	-152.4	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-122.0	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-167.7	Very Low	-130.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Para Los Niños Middle - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-121.2**	**0.0**	**Orange**	**-49.1**	**Lower**
Latino	Met	Red	-122.4	-0.2	Orange	-80.8	Lower
English Learner	Met	Red	-151.5	0.9	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-121.2	0.7	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-180.8	-13.2	Orange	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Para Los Niños Middle - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-90.1**	**31.0**	**Orange**	**-47.6**	**Lower**
Latino	Met	Yellow	-88.3	34.1	Orange	-79.2	Lower
English Learner	Met	Orange	-123.6	28.0	Orange	-93.4	Lower
Long Term English Learner	Met	Orange	-161.7	34.4	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-92.8	28.5	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-132.3	48.5	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Very High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Orange was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups was higher than the state's rates.

Para Los Niños Middle - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very High	78.2%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Para Los Niños Middle - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	56.3%	-21.9%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Para Los Niños Middle - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	52.3%	-3.9%	Orange	45.7%	Higher
Long Term English Learner	Met	Green	62.8%	2.1%	Orange	45.8%	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 schools rate of chronic absenteeism was higher than the state for All Students and lower than the state for all of the numerically significant student groups. 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 schools rate of chronic absenteeism was higher than the state for All Students, and for four of five numerically significant student groups.

As noted above, staff is recommending a benchmark in Chronic Absenteeism for All Students. In an effort to lower student absences, the school reports establishing an interdisciplinary Attendance Team that performs schoolwide and individual student attendance data monitoring, student and family case management, and schoolwide interventions including, attendance assemblies, Spirit Days, and attendance recognition. Student success mentoring is provided to students below 90% attendance and includes individualized guidance counseling support. In 2022-2023 and 2024-2025, the charter school's student homeless youth population was 16% and 21.3%, respectively. The school's Attendance Team including administration, Community Schools Coordinator, Family Specialist, and Homeless Liaison, meet to discuss root causes for absenteeism and identify schoolwide programmatic interventions, and targeted student and family supports.

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 lower for three of four numerically significant student groups in 2022 and all numerically significant student groups in 2023 and 2024.

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 "Not Met" in 2024.

The charter school reported submitting the required information, however CDE indicated it was not on time.

k. Additional Information
As noted above, Para Los Niños Middle has two (2) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Note: Annual benchmark status updates as reported for the years in the tables below are based on available data from the previous school year (i.e., 2019-2020 benchmark status is based on 2018-2019 data). As CAASPP testing data is unavailable for the 2019–2020 and 2020–2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021 and 2021-2022 in the tables below. Additionally, the state did not issue Performance Level (color) in 2021-2022 due to a single year of available assessment data.

Benchmark 1: *Achieve growth of at least one performance level per academic year on both the English Language Arts and Mathematics indicators for measuring "Academic Performance" on the California School Dashboard, as reported by the California Department of Education (CDE), for "All Students" and for all of the school's numerically significant subgroups, with the goal of achieving and maintaining the "Green" performance level or higher on each of these indicators.*

Benchmark 1: English Language Arts and Mathematics						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	No Update	No Update	No Update	Not Met	Not Met

Benchmark 1 was not met in 2018-2019, 2019-2020, 2020-2021, 2023-2024, and 2024-2025, as the school did not achieve growth of at least one performance level per academic year in ELA and Math for All Students and for all numerically significant student groups. There was no update in 2021-2022 and 2022-2023.

Benchmark 2: *Achieve growth of at least one performance level per academic year on the English Learner Progress indicator for measuring "Academic Performance" on the California School Dashboard, as reported by the California Department of Education (CDE), with the goal of achieving and maintaining the "Green" performance level or higher on this indicator.*

Benchmark 2: English Learner Progress Indicator						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Reported	Not Reported	Not Reported	Not Reported	No Update	Not Met	Not Met

Benchmark 2 was not met in 2023-2024 and 2024-2025 as the school did not achieve growth of at least one performance level per academic year on the English Learner Progress Indicator. There was no update in 2022-2023. In 2018-2019, 2019-2020, 2020-2021, and 2021-2022, the California School Dashboard did not include ELPI performance level information.

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 Para Los Niños Middle outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2023-2024 and 2024-2025 was a result of the average of CA Dashboard Scores.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was primarily due to Para Los Niños organization's recurring financial statements related audit finding, identified by the auditor as a significant deficiency in the organization's 2022-2023 audit report. This audit finding was resolved and did not repeat in the charter operator's 2023-2024 independent audit report. Additionally, Para Los Niños had a recurring issue related to late fees and finance charges. The charter operator has taken steps to address this issue. The CSD continues to monitor Para Los Niños' performance in this category as part of its annual oversight.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: English Learner, Homeless Youth, 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 301 students were assessed in Reading and 314 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 183%. 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 targets[1] 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 five 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 6-8	301	Grades 6-8: 45%	183%	Met
English Learner	116	Grades 6-8: 45%	92%	Met
Homeless Youth	62	Grades 6-8: 45%	122%	Met
Latino	284	Grades 6-8: 45%	186%	Met
Socioeconomically Disadvantaged	277	Grades 6-8: 45%	183%	Met
Students with Disabilities	30	Grades 6-8: 45%	192%	Met

*Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and met the one year's progress for all five 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") for All Students and for the following student groups: English Learner, Homeless Youth, 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

[1] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

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 302 students were assessed in Math and 314 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 141%. Based on i-Ready's Median Progress to Typical Growth targets[2] 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 five 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 6-8	302	Grades 6-8: 60%	141%	Met
English Learner	118	Grades 6-8: 60%	147%	Met
Homeless Youth	61	Grades 6-8: 60%	150%	Met
Latino	286	Grades 6-8: 60%	142%	Met
Socioeconomically Disadvantaged	278	Grades 6-8: 60%	142%	Met
Students with Disabilities	30	Grades 6-8: 60%	137%	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and met the one year's progress for all five student groups in Math in 2023-2024.

Based on the review and consideration of verified data, Para Los Niños Middle included two years of data, including schoolwide and student group reports (English Learner, Homeless Youth, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2023-2024 and 2024-2025, Para Los Niños Middle appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Para Los Niños Middle's fiscal condition has been positive since the 2020-2021 fiscal year. When necessary, unrestricted contributions from Para Los Niños, the charter operator, are transferred to the Para Los Niños charter schools to achieve a breakeven position, resulting in $0 (or minimal) net income/net loss in the schools' financials.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$712,529	$725,696	$727,995	$773,369	$773,369
Net Income/Loss	$392,667	$13,167	$2,299	$45,374	$0
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	309	288	292	306	301

[A] Para Los Niños Middle stated that it plans to increase enrollment through various means, for example, increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of the oversight process.

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.

Para Los Niños					
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)
3*	3*	$16,532,961	$577,087	$14,716,962	$601,000

*On January 25, 2024, the Para Los Niños Board of Directors approved the voluntary surrender of Para Los Niños - Evelyn Thurman Gratts Primary's charter, effective June 30, 2024, citing issues of decreased enrollment, and fiscal and operational challenges. In Fiscal Year 2025-2026, LAUSD authorized two Para Los Niños charter schools.

Para Los Niños Middle

Board District: 2 | Region: East | Location Code: 8016

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	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%	264	-64.2	Low	-12.2	Lower	99%	266	-70.4	-6.2	Declined	Red	-13.6	Lower	99%	271	-43.8	26.6	Increased Significantly	Yellow	-13.2	Lower
English Learner	98%	127	-99.7	Very Low	-61.2	Lower	99%	136	-100.3	-0.6	Maintained	Red	-67.7	Lower	99%	139	-86.5	13.8	Increased	Orange	-67.6	Lower
Homeless Youth	100%	7	*	*	-62.9	*	100%	4	*	*	*	*	-67.9	*	92%	20	-162.5	--	--	--	-70.4	--
Latino	99%	255	-63.6	Low	-38.6	Lower	100%	256	-71.6	-8.0	Declined	Red	-40.2	Lower	100%	257	-44.6	27.0	Increased Significantly	Yellow	-39.3	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	45	-125.9	2.9	Maintained	Red	-109.6	Lower
Socioeconomically Disadvantaged	99%	257	-64.8	Low	-41.4	Lower	99%	259	-70.6	-5.8	Declined	Red	-42.6	Lower	99%	259	-44.7	25.9	Increased Significantly	Yellow	-40.9	Lower
Students with Disabilities	98%	43	-126.1	Very Low	-97.3	Lower	100%	42	-109.7	16.4	Increased Significantly	Orange	-96.3	Lower	100%	32	-94.0	15.7	Increased Significantly	Orange	-95.6	Higher

Data Sources: California School Dashboard Research data files.

Para Los Niños Middle

Board District: 2 | Region: East | Location Code: 8016

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	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%	265	-121.2	Very Low	-51.7	Lower	100%	266	-121.2	0.0	Maintained	Red	-49.1	Lower	99%	281	-90.1	31.0	Increased Significantly	Yellow	-47.6	Lower
English Learner	98%	128	-152.4	Very Low	-92.0	Lower	100%	136	-151.5	0.9	Maintained	Red	-93.4	Lower	100%	149	-123.6	28.0	Increased Significantly	Orange	-93.4	Lower
Homeless Youth	100%	7	*	*	-101.8	*	100%	4	*	*	*	*	-101.3	*	97%	27	-141.7	--	--	--	-106.0	--
Latino	99%	256	-122.2	Very Low	-83.4	Lower	100%	256	-122.4	-0.2	Maintained	Red	-80.8	Lower	100%	265	-88.3	34.1	Increased Significantly	Yellow	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	45	-161.7	34.4	Increased Significantly	Orange	-163.5	Higher
Socioeconomically Disadvantaged	99%	258	-122.0	Very Low	-84.0	Lower	100%	259	-121.2	0.7	Maintained	Red	-80.8	Lower	99%	269	-92.8	28.5	Increased Significantly	Yellow	-78.2	Lower
Students with Disabilities	98%	43	-167.7	Very Low	-130.8	Lower	100%	42	-180.8	-13.2	Declined	Red	-127.3	Lower	100%	32	-132.3	48.5	Increased Significantly	Orange	-124.3	Lower

Data Sources: California School Dashboard Research data files.

Para Los Niños Middle

Board District: 2 | Region: East | Location Code: 8016

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

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	110	78.2%	Very High	50.3%	Higher	96	56.3%	-21.9	Declined Significantly	Orange	48.7%	Higher	86	52.3%	-3.9	Declined	Orange	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	43	62.8%	2.1	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	73.6%	4.5%	19.1%	2.7%	47.5%	2.8%	31.4%	18.3%
2023	EL	54.2%	2.1%	33.3%	10.4%	45.7%	2.3%	32.2%	18.3%
2024	EL	48.8%	3.5%	39.5%	8.1%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	58.1%	4.7%	27.9%	9.3%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	123	125	98.4%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	132	136	97.1%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	41	42	97.6%	Y	193,182	202,530	95.4%	Y
2024	EL	119	123	96.7%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	34	34	100.0%	Y	182,603	190,459	95.9%	Y

Para Los Niños Middle

Board District: 2 | Region: East | Location Code: 8016

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	315	31.1%	Very High	30.0%	Higher	334	28.1%	-3.0	Declined Significantly	Yellow	24.3%	Higher	349	30.7%	2.5	Increased	Red	18.6%	Higher
African American/Black	10	*	*	42.9%	*	6	*	*	*	*	36.4%	*	15	46.7%	--	--	--	31.3%	--
English Learner	138	31.2%	Very High	33.6%	Lower	139	32.4%	1.2	Increased	Red	26.3%	Higher	141	40.4%	8.1	Increased	Red	20.1%	Higher
Homeless Youth	17	70.6%	Very High	45.1%	--	21	33.3%	-37.3	Declined	--	38.7%	--	57	54.4%	21.1	Increased	--	32.7%	Higher
Latino	285	29.1%	Very High	35.8%	Lower	317	27.4%	-1.7	Declined	Orange	28.4%	Lower	314	28.7%	1.2	Increased	Red	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	46	28.3%	-1.6	Declined	Orange	23.9%	Higher
Socioeconomically Disadvantaged	300	30.0%	Very High	37.4%	Lower	309	25.2%	-4.8	Declined Significantly	Yellow	29.9%	Lower	329	30.4%	5.2	Increased Significantly	Red	23.4%	Higher
Students with Disabilities	49	38.8%	Very High	39.6%	Lower	49	34.7%	-4.1	Declined	Orange	33.1%	Higher	36	36.1%	1.4	Increased	Red	26.3%	Higher
White	8	*	*	21.9%	*	7	*	*	*	*	18.5%	*	12	58.3%	--	--	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Para Los Niños Middle

Board District: 2 | Region: East | Location Code: 8016

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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	326	2.1%	Medium	3.1%	Lower	350	0.0%	-2.1	Declined	Blue	3.5%	Lower	378	2.6%	2.6	Increased	Orange	3.2%	Lower
African American/Black	11	18.2%	Very High	7.9%	--	9	*	*	*	*	8.8%	*	19	0.0%	--	--	--	8.4%	--
English Learner	140	1.4%	Low	3.2%	Lower	145	0.0%	-1.4	Declined	Blue	3.7%	Lower	158	2.5%	2.5	Increased	Orange	3.4%	Lower
Homeless Youth	18	5.6%	Medium	5.5%	--	23	0.0%	-5.6	Declined	--	6.5%	--	64	1.6%	1.6	Increased	--	5.7%	Lower
Latino	292	1.7%	Low	3.3%	Lower	329	0.0%	-1.7	Declined	Blue	3.8%	Lower	334	3.0%	3.0	Increased	Orange	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	49	2.0%	2.0	Increased	Yellow	8.1%	Lower
Socioeconomically Disadvantaged	307	2.3%	Medium	4.0%	Lower	321	0.0%	-2.3	Declined	Blue	4.5%	Lower	351	2.8%	2.8	Increased	Orange	4.0%	Lower
Students with Disabilities	50	8.0%	Medium	5.4%	Higher	49	0.0%	-8.0	Declined	Blue	5.9%	Lower	38	0.0%	0.0	Maintained	Blue	5.4%	Lower
Two or More	12	0.0%	Very Low	2.9%	--	4	*	*	*	*	3.3%	*	6	*	*	*	*	3.0%	*
White	9	*	*	2.6%	*	8	*	*	*	*	2.9%	*	15	0.0%	--	--	--	2.6%	--

Data Sources: California School Dashboard Research data files.

Para Los Niños Middle

Board District: 2 | Region: East | Location Code: 8016

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	313	529,902	5,837,690	305	516,685	5,806,221
F/R Meal	89.8%	80.6%	61.6%	94.1%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	36.1%	20.1%	18.4%	37.4%	18.6%	17.4%
Foster Youth	0.3%	0.6%	0.5%	0.7%	0.5%	0.5%
Homeless Youth	16.0%	2.1%	3.6%	21.3%	2.7%	4.0%
Socioeconomically Disadvantaged	92.3%	81.3%	62.7%	96.7%	82.4%	63.6%
Students w/ Disabilities	11.5%	14.8%	13.7%	9.2%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	3.8%	7.3%	4.9%	2.6%	7.1%	4.9%
American Indian or Alaska Native	0.3%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.3%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	91.1%	73.8%	56.1%	94.1%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.4%	0.0%	0.2%	0.4%
White	3.2%	9.8%	20.3%	2.3%	9.7%	20.0%
Two or More Races	0.3%	2.0%	4.6%	0.7%	2.1%	4.8%
Not Reported	1.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Para Los Niños Middle

Board District: 2 | Region: East | Location Code: 8016

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	40	16.0%	17,921	7.3%	226,508	11.1%	37	14.5%	15,302	6.5%	211,186	10.6%	26	10.5%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	3	1.2%	17,295	7.1%	144,189	7.1%	4	1.6%	15,717	6.7%	136,188	6.8%	2	0.8%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	22	8.8%	60,457	24.7%	505,486	24.8%	47	18.4%	60,574	25.7%	519,651	26.0%	65	26.3%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	47	18.8%	18,850	7.7%	236,319	11.6%	25	9.8%	14,725	6.2%	207,768	10.4%	21	8.5%	13,775	6.2%	178,306	9.3%
EL Total	112	44.8%	114,523	46.8%	1,112,502	54.5%	113	44.3%	106,318	45.0%	1,074,793	53.8%	114	46.2%	95,959	43.3%	1,009,030	52.6%
RFEP	138	55.2%	130,377	53.2%	927,694	45.5%	142	55.7%	129,789	55.0%	924,422	46.2%	133	53.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	250	100.0%	244,900	100.0%	2,040,196	100.0%	255	100.0%	236,107	100.0%	1,999,215	100.0%	247	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/filesltel.asp

Para Los Niños Middle

Board District: 2 | Region: East | Location Code: 8016

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	313			529,902			305			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	36	100%	11.5%	78,319	100%	14.8%	28	100%	9.2%	80,505	100%	15.6%
High Incidence	34	94.4%	10.9%	52,153	66.6%	9.8%	27	96.4%	8.9%	52,412	65.1%	10.1%
Low Incidence	2	5.6%	0.6%	26,162	33.4%	4.9%	1	3.6%	0.3%	28,084	34.9%	5.4%
Autism	0	0%	0%	18,713	23.9%	3.5%	1	3.6%	0.3%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	2	5.6%	0.6%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	7	19.4%	2.2%	10,930	14%	2.1%	3	10.7%	1%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	23	63.9%	7.3%	29,615	37.8%	5.6%	24	85.7%	7.9%	29,368	36.5%	5.7%
Speech or Language Impairment	4	11.1%	1.3%	11,608	14.8%	2.2%	0	0%	0%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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)
PARA LOS NIÑOS MIDDLE
BOARD OF EDUCATION REPORT 091-25/26
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 405 students in 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Para Los Ninos Middle for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Kathleen Di Paola
KATHLEEN DI PAOLA
Specialist
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 24

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-092-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Renaissance Arts Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Renaissance Arts Academy) Recommends approval of the renewal petition for Renaissance Arts Academy, located in Board District 5 and Region West, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 600 students in grades TK-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Renaissance Arts Academy ("Charter School"), located in Board District 5 and Region West, for six (6) years, beginning July 1, 2026 until June 30, 2032, to serve to up 600 students in grades TK-12 in each year of the charter term. The school is requesting to reduce enrollment capacity from 650 to 600 students to prioritize program stability over maximizing enrollment to best serve the educational needs of students. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Renaissance Arts Academy is a TK-12 span school currently serving 473 students on a private facility at 2558 N. San Fernando Rd., Los Angeles, CA, 90065 in Board District 5 and Region West. Renaissance Arts Academy was originally approved by the LAUSD Board of Education on May 13, 2003. On November 17, 2017, the charter school was renewed for a five-year term to serve 650 students in grades TK-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 Renaissance Arts Academy expires June 30, 2026.

On July 18, 2025, Renaissance Arts Academy 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 Renaissance Arts Academy 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. 092-25/26, 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 - Renaissance Arts Academy 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/1mXVxc_88DoqLcBWAmaRJ4vE22O5ewpU2?usp=drive_link>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 092-25/26
October 14, 2025

School Name:	**Renaissance Arts Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Renaissance Arts Academy**		
Location Code:	**8456**		
Type of Site(s):	**Private site**		
Site Address(es):	**2558 N. San Fernando Rd., Los Angeles, CA 90065**		
Board District(s):	**5**	Region(s):	**West**
Grade Levels Served:	**TK-12**	Current Enrollment:	**473**
Grade Levels Authorized in Current Charter:	**TK-12**	Approved Enrollment in Current Charter:	**650 (See proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**High Performing**		
STAFF RECOMMENDATION:	**Approval for a six (6)-year term (2026-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Renaissance Arts Academy ("RenArts" or "Charter School"), located in Board District 5 and Region West, for a term of six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 600 students in grades TK-12 in each year of the charter term. The school is requesting to reduce enrollment capacity from 650 to 600 students to best serve the educational needs of students.

Pursuant to applicable law, charter schools classified as High performing may be renewed for a term of five (5), six (6), or seven (7) years. To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operations and performance during the term of the charter, as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school's performance and operations during the term of the charter include, but are not limited to, the following:

- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;
- Additional academic considerations (i.e., all current benchmarks have been met, if any);
- Equity and access for families and pupils;
- School culture and climate; and
- Consideration of qualifying as High Performing under Criterion 1 or Criterion 2

As staff considered Renaissance Arts Academy's renewal petition and record, staff recommends a term length of six years.

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

	Renaissance Arts Academy
Initial Authorization:	On May 13, 2003, Renaissance Arts Academy was authorized by the LAUSD Board of Education to serve 200 students in grades 6-12.
Most Recent Renewal	The charter was renewed on November 17, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 650 students in grades TK-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 Renaissance Arts Academy expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Renaissance Arts Academy: 1. The school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average. 2. The school will decrease the percentage of Long-Term English Learners (LTEL) as measured by the LTEL rates at a rate equal or lower than the District Average. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Renaissance Arts Academy 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:	Renaissance Arts Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Renaissance Arts Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Renaissance Arts Academy is operated by Renaissance Arts Academy, a California nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Renaissance Arts Academy has been identified by the state as a High performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups.

Please see the Renaissance Arts Academy data sets.

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.

Renaissance Arts Academy Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Very High	Very High	Not Applicable	Not Applicable	Low	High	Very Low
2022-2023	Green	Blue	Not Applicable	Very High	Green	Blue	Blue
2023-2024	Blue	Green	Not Applicable	Not Applicable	Green	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022, 2023, and 2024 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 numerically significant student groups.

Renaissance Arts Academy - 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**	**Very High**	**72.4**	**Low**	**-12.2**	**Higher**
Latino	Met	Very High	57.2	Low	-38.6	Higher
White	Met	Very High	94.6	High	21.9	Higher
English Learner	Met	High	20.2	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Very High	50.7	Low	-41.4	Higher

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	Met	High	37.1	Very Low	-97.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Renaissance Arts Academy - 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**	**Green**	**49.4**	**-22.9**	**Orange**	**-13.6**	**Higher**
Latino	Met	Green	33.9	-23.3	Orange	-40.2	Higher
White	Met	Green	72.6	-22.0	Green	20.8	Higher
English Learner	Met	Green	30.4	10.2	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Green	36.9	-13.8	Orange	-42.6	Higher
Students with Disabilities	Met	Green	35.0	-2.1	Red	-96.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Renaissance Arts Academy - 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**	**Blue**	**63.4**	**13.9**	**Orange**	**-13.2**	**Higher**
Black or African American	Met	No Performance Color	59.1	15.2	Orange	-58.9	Higher
Latino	Met	Green	44.2	10.3	Orange	-39.3	Higher
White	Met	Blue	97.8	25.2	Green	19.2	Higher
English Learner	Met	Yellow	6.2	-24.2	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Blue	48.9	12.0	Orange	-40.9	Higher
Students with Disabilities	Met	Green	39.1	4.1	Red	-95.6	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, 2023, and 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups.

Renaissance Arts Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very High**	**67.7**	**Low**	**-51.7**	**Higher**
Latino	Met	Very High	52.5	Low	-83.4	Higher
White	Met	Very High	90.2	Medium	-13.4	Higher

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
English Learner	Met	Very High	38.8	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Very High	51.4	Low	-84.0	Higher
Students with Disabilities	Met	Very High	56.5	Very Low	-130.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Renaissance Arts Academy - 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**	**Blue**	**96.5**	**28.8**	**Orange**	**-49.1**	**Higher**
Latino	Met	Blue	88.3	35.8	Orange	-80.8	Higher
White	Met	Blue	121.5	31.3	Yellow	-11.1	Higher
English Learner	Met	Blue	105.8	67.0	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Blue	92.7	41.2	Yellow	-80.8	Higher
Students with Disabilities	Met	Blue	92.0	35.5	Orange	-127.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Renaissance Arts Academy - 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**	**79.0**	**-17.5**	**Orange**	**-47.6**	**Higher**
Black or African American	Met	No Performance Color	84.4	-6.3	Red	-102.2	Higher
Latino	Met	Green	66.9	-21.4	Orange	-79.2	Higher
White	Met	Green	90.7	-30.8	Yellow	-10.3	Higher
English Learner	Met	Green	68.4	-37.4	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Green	75.2	-17.5	Orange	-78.2	Higher
Students with Disabilities	Met	Green	66.3	-25.6	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, 2023, and 2024 on the English Learner Progress Indicator (ELPI), the ELPI data was not reportable due to the low number of English Learners.

f. College/Career Indicator

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's Status Level of Very High for All Students was higher than the state's Status Level of Medium. The charter school's percentage of students prepared was higher than the state for the one numerically significant student group. In 2024, the charter school did not have a performance level due to not being numerically significant however was higher than the state for All Students and all student groups.

Renaissance Arts Academy - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Very High**	**100%**	**Medium**	**43.9%**	**Higher**
Socioeconomically Disadvantaged	Very High	100%	Medium	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator

In 2022, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups.

h. Graduation Indicator [HS only]

In 2022, 2023, and 2024 on the Graduation Indicator, the charter schools rate of graduation was higher than the state.

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

This charter school was recognized as a 2024 National Blue Ribbon School by the U.S. Department of Education for Exemplary High Performance.

BENCHMARKS

As noted above, Renaissance Arts Academy has two (2) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.[1]

Benchmark 1: *Renaissance Arts Academy will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.*

Benchmark 1: English Learner Reclassification Rate						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Not Met	No Update	No Update	No Update	No Update

Benchmark 1 was met in two years (2018-2019 and 2019-2020), not met in one year (2020-2021), and no update for four years (2021-2022, 2022-2023, 2023-2024, and 2024-2025) given official reclassification rates were not available.

[1] Note: Overall, Charter School has a low number of English Learners.

Benchmark 2: *Renaissance Arts Academy will decrease the percentage of Long-Term English Learners (LTEL) as measured by the LTEL rates at a rate equal or lower than the District Average.*

Benchmark 2: Long-term English Learner Rate						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Met	Met	Met

Benchmark 2 was met in all seven years of the current charter term.

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 Renaissance Arts Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Renaissance Arts Academy's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$9,760,203	$11,049,873	$12,912,025	$14,333,818	$15,268,479
Net Income/Loss	$1,070,907	$1,289,670	$1,862,938	$1,421,793	$934,661
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	516	510	448	453	473

[A] Renaissance Arts Academy reported 473 Norm Enrollment for Fiscal Year 2024-2025. Charter School proposes to decrease its enrollment capacity to 600 for its renewal charter term. See **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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
Not applicable

ATTACHMENT B

Renaissance Arts Academy

Board District: 5 | Region: West | Location Code: 8456

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	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%	294	72.4	Very High	-12.2	Higher	100%	236	49.4	-22.9	Declined Significantly	Green	-13.6	Higher	98%	273	63.4	13.9	Increased	Blue	-13.2	Higher
African American/Black	100%	26	49.6	Very High	-57.7	--	100%	21	43.9	-5.7	Declined	--	-59.6	--	100%	34	59.1	15.2	Increased Significantly	--	-58.9	Higher
Asian	100%	27	101.0	Very High	63.0	--	100%	27	88.0	-13.0	Declined	--	61.8	--	96%	26	76.6	-11.4	Declined	--	60.7	--
English Learner	100%	34	20.2	High	-61.2	Higher	100%	31	30.4	10.2	Increased	Green	-67.7	Higher	97%	31	6.2	-24.2	Declined Significantly	Yellow	-67.6	Higher
Latino	98%	141	57.2	Very High	-38.6	Higher	100%	131	33.9	-23.3	Declined Significantly	Green	-40.2	Higher	99%	141	44.2	10.3	Increased	Green	-39.3	Higher
Socioeconomically Disadvantaged	98%	186	50.7	Very High	-41.4	Higher	99%	156	36.9	-13.8	Declined	Green	-42.6	Higher	98%	176	48.9	12.0	Increased	Blue	-40.9	Higher
Students with Disabilities	98%	56	37.1	High	-97.3	Higher	98%	51	35.0	-2.1	Maintained	Green	-96.3	Higher	98%	51	39.1	4.1	Increased	Green	-95.6	Higher
White	99%	87	94.6	Very High	21.9	Higher	98%	51	72.6	-22.0	Declined Significantly	Green	20.8	Higher	97%	64	97.8	25.2	Increased Significantly	Blue	19.2	Higher

Data Sources: California School Dashboard Research data files.

Renaissance Arts Academy

Board District: 5 | Region: West | Location Code: 8456

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023							Dashboard 2024						
Student Group	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%	293	67.7	Very High	-51.7	Higher	100%	236	96.5	28.8	Increased Significantly	Blue	-49.1	Higher	99%	274	79.0	-17.5	Declined Significantly	Green	-47.6	Higher
African American/Black	100%	26	53.9	Very High	-106.9	--	100%	21	90.6	36.7	Increased Significantly	--	-104.5	--	100%	34	84.4	-6.3	Declined	--	-102.2	Higher
Asian	100%	27	85.3	Very High	48.4	--	100%	27	101.2	15.9	Increased Significantly	--	50.8	--	100%	27	106.3	5.1	Increased	--	49.5	--
English Learner	100%	34	38.8	Very High	-92.0	Higher	100%	31	105.8	67.0	Increased Significantly	Blue	-93.4	Higher	100%	32	68.4	-37.4	Declined Significantly	Green	-93.4	Higher
Latino	97%	140	52.5	Very High	-83.4	Higher	100%	131	88.3	35.8	Increased Significantly	Blue	-80.8	Higher	99%	141	66.9	-21.4	Declined Significantly	Green	-79.2	Higher
Socioeconomically Disadvantaged	98%	185	51.4	Very High	-84.0	Higher	99%	156	92.7	41.2	Increased Significantly	Blue	-80.8	Higher	98%	176	75.2	-17.5	Declined Significantly	Green	-78.2	Higher
Students with Disabilities	97%	55	56.5	Very High	-130.8	Higher	98%	51	92.0	35.5	Increased Significantly	Blue	-127.3	Higher	98%	51	66.3	-25.6	Declined Significantly	Green	-124.3	Higher
White	99%	87	90.2	Very High	-13.4	Higher	98%	51	121.5	31.3	Increased Significantly	Blue	-11.1	Higher	97%	64	90.7	-30.8	Declined Significantly	Green	-10.3	Higher

Data Sources: California School Dashboard Research data files.

Renaissance Arts Academy

Board District: 5 | Region: West | Location Code: 8456

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student 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	--	--	--	--	47.5%	2.8%	31.4%	18.3%
2023	EL	--	--	--	--	45.7%	2.3%	32.2%	18.3%
2024	EL	--	--	--	--	43.2%	1.9%	34.4%	19.1%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	6	6	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	6	6	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	4	4	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

Renaissance Arts Academy

Board District: 5 | Region: West | Location Code: 8456

CA School 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 cell with "–" 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. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	42	100.0%	Very High	43.9%	Higher	26	100.0%	0.0	Maintained	--	45.3%	--
Latino	20	100.0%	Very High	35.5%	--	20	100.0%	0.0	Maintained	--	37.4%	--
Socioeconomically Disadvantaged	33	100.0%	Very High	35.4%	Higher	24	100.0%	0.0	Maintained	--	37.4%	--
White	15	100.0%	Very High	53.2%	--	3	*	*	*	*	54.3%	*

Data Sources: California School Dashboard Research data files.

Renaissance Arts Academy

Board District: 5 | Region: West | Location Code: 8456

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	347	2.9%	Low	30.0%	Lower	313	2.6%	-0.3	Maintained	Green	24.3%	Lower	329	2.7%	0.2	Maintained	Green	18.6%	Lower
African American/Black	29	0.0%	Very Low	42.9%	--	27	0.0%	0.0	Maintained	--	36.4%	--	39	2.6%	2.6	Increased	--	31.3%	Lower
Asian	31	0.0%	Very Low	11.5%	Lower	32	0.0%	0.0	Maintained	Blue	10.1%	Lower	31	0.0%	0.0	Maintained	Blue	7.5%	Lower
English Learner	11	0.0%	Very Low	33.6%	--	7	*	*	*	*	26.3%	*	8	*	*	*	*	20.1%	*
Latino	181	5.5%	Medium	35.8%	Lower	172	4.1%	-1.5	Declined	Green	28.4%	Lower	178	2.8%	-1.3	Declined	Green	21.7%	Lower
Socioeconomically Disadvantaged	234	4.3%	Low	37.4%	Lower	207	3.9%	-0.4	Maintained	Green	29.9%	Lower	215	4.2%	0.3	Maintained	Green	23.4%	Lower
Students with Disabilities	58	1.7%	Very Low	39.6%	Lower	51	3.9%	2.2	Increased	Yellow	33.1%	Lower	56	8.9%	5.0	Increased	Orange	26.3%	Lower
White	92	0.0%	Very Low	21.9%	Lower	72	1.4%	1.4	Increased	Green	18.5%	Lower	66	3.0%	1.6	Increased	Yellow	13.5%	Lower

Data Sources: California School Dashboard Research data files.

Renaissance Arts Academy

Board District: 5 | Region: West | Location Code: 8456

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	519	0.0%	Very Low	3.1%	Lower	474	0.0%	0.0	Maintained	Blue	3.5%	Lower	471	0.0%	0.0	Maintained	Blue	3.2%	Lower
African American/Black	41	0.0%	Very Low	7.9%	Lower	40	0.0%	0.0	Maintained	Blue	8.8%	Lower	53	0.0%	0.0	Maintained	Blue	8.4%	Lower
Asian	41	0.0%	Very Low	0.9%	Lower	42	0.0%	0.0	Maintained	Blue	1.1%	Lower	44	0.0%	0.0	Maintained	Blue	1.0%	Lower
English Learner	13	0.0%	Very Low	3.2%	--	8	*	*	*	*	3.7%	*	8	*	*	*	*	3.4%	*
Filipino	17	0.0%	Very Low	1.2%	--	9	*	*	*	*	1.3%	*	13	0.0%	--	--	--	1.2%	--
Homeless Youth	7	*	*	5.5%	*	4	*	*	*	*	6.5%	*	11	0.0%	--	--	--	5.7%	--
Latino	271	0.0%	Very Low	3.3%	Lower	253	0.0%	0.0	Maintained	Blue	3.8%	Lower	251	0.0%	0.0	Maintained	Blue	3.4%	Lower
Socioeconomically Disadvantaged	351	0.0%	Very Low	4.0%	Lower	309	0.0%	0.0	Maintained	Blue	4.5%	Lower	313	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	101	0.0%	Very Low	5.4%	Lower	84	0.0%	0.0	Maintained	Blue	5.9%	Lower	89	0.0%	0.0	Maintained	Blue	5.4%	Lower
White	137	0.0%	Very Low	2.6%	Lower	121	0.0%	0.0	Maintained	Blue	2.9%	Lower	104	0.0%	0.0	Maintained	Blue	2.6%	Lower

Data Sources: California School Dashboard Research data files.

Renaissance Arts Academy

Board District: 5 | Region: West | Location Code: 8456

CA School 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 cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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	31	93.5%	High	87.4%	Higher	42	100.0%	6.5	Increased Significantly	Blue	86.4%	Higher	26	100.0%	0.0	Maintained	--	86.7%	--
Latino	14	85.7%	Medium	85.3%	--	20	100.0%	14.3	Increased Significantly	--	84.2%	--	20	100.0%	0.0	Maintained	--	85.3%	--
Socioeconomically Disadvantaged	25	92.0%	High	85.1%	--	33	100.0%	8.0	Increased Significantly	--	83.7%	Higher	24	100.0%	0.0	Maintained	--	84.4%	--
White	8	*	*	90.8%	*	15	100.0%	--	--	--	89.8%	--	3	*	*	*	*	89.2%	*

Data Sources: California School Dashboard Research data files.

Renaissance Arts Academy

Board District: 5 | Region: West | Location Code: 8456

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	462	529,902	5,837,690	475	516,685	5,806,221
F/R Meal	66.5%	80.6%	61.6%	63.6%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	1.1%	20.1%	18.4%	0.4%	18.6%	17.4%
Foster Youth	0.2%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	2.4%	2.1%	3.6%	2.3%	2.7%	4.0%
Socioeconomically Disadvantaged	66.5%	81.3%	62.7%	63.6%	82.4%	63.6%
Students w/ Disabilities	18.0%	14.8%	13.7%	17.1%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	11.0%	7.3%	4.9%	9.7%	7.1%	4.9%
American Indian or Alaska Native	0.2%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	9.7%	3.4%	9.9%	9.3%	3.3%	10.1%
Filipino	2.4%	1.7%	2.2%	2.5%	1.6%	2.2%
Latino	53.5%	73.8%	56.1%	50.7%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.4%	0.4%	0.2%	0.4%
White	22.7%	9.8%	20.3%	24.6%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	2.1%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.6%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Renaissance Arts Academy

Board District: 5 | Region: West | Location Code: 8456

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	1	1.3%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	1.2%	17,295	7.1%	144,189	7.1%	0	0.0%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	5	5.9%	60,457	24.7%	505,486	24.8%	4	5.0%	60,574	25.7%	519,651	26.0%	2	2.8%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	0	0.0%	18,850	7.7%	236,319	11.6%	0	0.0%	14,725	6.2%	207,768	10.4%	0	0.0%	13,775	6.2%	178,306	9.3%
EL Total	6	7.1%	114,523	46.8%	1,112,502	54.5%	5	6.3%	106,318	45.0%	1,074,793	53.8%	2	2.8%	95,959	43.3%	1,009,030	52.6%
RFEP	79	92.9%	130,377	53.2%	927,694	45.5%	75	93.8%	129,789	55.0%	924,422	46.2%	69	97.2%	125,465	56.7%	909,298	47.4%
Total Ever EL	85	100.0%	244,900	100.0%	2,040,196	100.0%	80	100.0%	236,107	100.0%	1,999,215	100.0%	71	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/filesltel.asp

Renaissance Arts Academy

Board District: 5 | Region: West | Location Code: 8456

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	462			529,902			475			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	83	100%	18%	78,319	100%	14.8%	81	100%	17.1%	80,505	100%	15.6%
High Incidence	61	73.5%	13.2%	52,153	66.6%	9.8%	57	70.4%	12%	52,412	65.1%	10.1%
Low Incidence	22	26.5%	4.8%	26,162	33.4%	4.9%	24	29.6%	5.1%	28,084	34.9%	5.4%
Autism	22	26.5%	4.8%	18,713	23.9%	3.5%	24	29.6%	5.1%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	30	36.1%	6.5%	10,930	14%	2.1%	27	33.3%	5.7%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	21	25.3%	4.5%	29,615	37.8%	5.6%	19	23.5%	4%	29,368	36.5%	5.7%
Speech or Language Impairment	10	12%	2.2%	11,608	14.8%	2.2%	11	13.6%	2.3%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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)
RENAISSANCE ARTS ACADEMY
BOARD OF EDUCATION REPORT 092- 25/26
October 14, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for six (6) years, beginning July 1, 2026 until June 30, 2032 to serve up to 600 students in grades TK-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 Renaissance Arts Academy for six (6) years beginning July 1, 2026 until June 30, 2032.

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:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 25

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-093-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

(Approval of the Renewal Petition for Synergy Kinetic Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Synergy Kinetic Academy) Recommends approval of the renewal petition for Synergy Kinetic Academy, with benchmarks, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Synergy Kinetic Academy ("Charter School"), with benchmarks in the area of academics, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 480 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Synergy Kinetic Academy is a 6-8 school currently serving 480 students on a District site at 1420 E. Adams Blvd., Los Angeles, CA, 90011 in Board District 5 and Region East. Synergy Kinetic Academy was originally approved by the LAUSD Board of Education on May 27, 2008. On September 12, 2017, the charter school was renewed for a five-year term to serve 480 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Synergy Kinetic Academy expires June 30, 2026.

On July 18, 2025, Synergy Kinetic Academy 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 Synergy Kinetic Academy 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. 093 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 - Synergy Kinetic Academy 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/18q35rSCHF-zj5Fr54qZGObCY1rSdE7nM?usp=drive_link>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 093-25/26
October 14, 2025

School Name:	**Synergy Kinetic Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Start-Up Independent Charter School Public School Choice (PSC)**		
Charter Operator	**Synergy Academies**		
Location Code:	**8018**		
Type of Site(s):	**Public School Choice (Dr. Julian Nava Learning Academy)**		
Site Address(es):	**1420 E. Adams Blvd., Los Angeles, CA 90011**		
Board District(s):	**5**	Region(s):	**East**
Grade Levels Served:	**6-8**	Current Enrollment:	**480**
Grade Levels Authorized in Current Charter:	**6-8**	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:	The following benchmarks are proposed for Synergy Kinetic Academy for the 2026-2031 charter term: 1. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for English Learners as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, the school shall demonstrate academic growth in Math for English Learners as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than their respective student group state average DFS. 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.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Synergy Kinetic Academy ("Charter School"), with benchmarks in the area of academics, located in Board District 5 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 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the

conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Synergy Kinetic Academy
Initial Authorization:	On May 27, 2008, Synergy Kinetic Academy was authorized by the LAUSD Board of Education to serve 360 students in grades 6-8.
Most Recent Renewal	The charter was renewed on September 12, 2017, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 480 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Synergy Kinetic Academy expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on January 8, 2019, to amend the charter's lottery preferences.

	Synergy Kinetic Academy
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Synergy Kinetic Academy 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:	Synergy Kinetic Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Synergy Kinetic Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Synergy Kinetic Academy is operated by Synergy Academies, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Synergy Kinetic Academy 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 on the English Learner Progress Indicator (ELPI), but lower than the state in Math. The charter school provided two years of verified data, demonstrating one year's progress for All Students and significant student groups in ELA and Math for both 2023-2024 and 2024-2025.

Please see the Synergy Kinetic Academy 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.

Synergy Kinetic Academy Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	High	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	Orange	Orange	Blue	Not Applicable	Yellow	Not Applicable	Yellow
2023-2024	Orange	Yellow	Orange	Not Applicable	Yellow	Not Applicable	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 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 two of four numerically significant student groups. In 2023 and 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of four numerically significant student groups in 2023 and lower than the state for three of five numerically significant student groups in 2024.

As noted above, staff is recommending a benchmark in ELA for the English Learner student group. In order to increase student outcomes in ELA for all student groups inclusive of English Learners, the school reports providing targeted intervention classes on writing across content areas, and advisory blocks to provide individualized instruction based on student diagnostic assessments. Staff development in ELA is integrated with Instructional Coordinator support to all ELA teachers and includes weekly classroom observations with feedback cycles, coaching and lesson planning support. Instructional Assistants are assigned to all general education teachers to provide individual and small group instruction.

Synergy Kinetic Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-9.8**	**Low**	**-12.2**	**Higher**
Latino	Met	Low	-9.9	Low	-38.6	Higher
English Learner	Met	Very Low	-72.9	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-9.8	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-104.4	Very Low	-97.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Kinetic Academy - 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**	**-18.7**	**-9.0**	**Orange**	**-13.6**	**Lower**

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Latino	Met	Orange	-18.7	-8.8	Orange	-40.2	Higher
English Learner	Met	Yellow	-59.0	13.9	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-19.2	-9.4	Orange	-42.6	Higher
Students with Disabilities	Met	Red	-106.1	-1.8	Red	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Kinetic Academy - 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**	**-28.1**	**-9.3**	**Orange**	**-13.2**	**Lower**
Latino	Met	Orange	-28.9	-10.3	Orange	-39.3	Higher
English Learner	Met	Red	-73.5	-14.5	Orange	-67.6	Lower
Long Term English Learner	Met	Red	-113.0	-22.5	Red	-109.6	Lower
Socioeconomically Disadvantaged	Met	Orange	-29.9	-10.7	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-97.1	9.1	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 two of four numerically significant student groups in 2022 and 2023, and three of five numerically significant student groups in 2024.

As noted above, staff is recommending a benchmark in Math for the English Learner student group. In order to increase student outcomes in Math for all student groups inclusive of English Learners, the school reports providing targeted intervention classes, and advisory blocks to provide individualized instruction based on student diagnostic assessments. Staff development in Math is integrated with Instructional Coordinator support to all Math teachers and includes weekly classroom observations with feedback cycles, coaching, and lesson planning support. Instructional Assistants are assigned to all general education teachers to provide individual and small group instruction.

Synergy Kinetic Academy - 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**	**-64.0**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-64.4	Low	-83.4	Higher
English Learner	Met	Very Low	-126.8	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-63.9	Low	-84.0	Higher

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	Met	Very Low	-159.1	Very Low	-130.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Kinetic Academy - 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**	**-68.1**	**-4.1**	**Orange**	**-49.1**	**Lower**
Latino	Met	Orange	-67.5	-3.1	Orange	-80.8	Higher
English Learner	Met	Orange	-101.5	25.3	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-68.3	-4.4	Yellow	-80.8	Higher
Students with Disabilities	Met	Red	-160.6	-1.5	Orange	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Kinetic Academy - 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**	**Yellow**	**-57.8**	**10.2**	**Orange**	**-47.6**	**Lower**
Latino	Met	Yellow	-58.6	8.9	Orange	-79.2	Higher
English Learner	Met	Red	-100.7	0.8	Orange	-93.4	Lower
Long Term English Learner	Met	Red	-148.7	-7.4	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-59.2	9.0	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-136.3	24.4	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of High was higher than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Blue was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups was higher than the state's rates.

Synergy Kinetic Academy - 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	High	62.8%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Kinetic Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	77.9%	15.1%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Kinetic Academy - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	60.8%	-17.1%	Orange	45.7%	Higher
Long Term English Learner	Met	Yellow	66.0%	-12.7%	Orange	45.8%	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, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for three of four numerically significant student groups in 2022, all numerically significant student groups in 2023, and four of five student groups in 2024.

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 in 2022 and 2023, and four of five student groups in 2024.

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
The CSD reviewed the Public School Choice (PSC) board resolution (August 5, 2009), and no significant concerns have been noted at this time.

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 Synergy Kinetic Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
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).)

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") 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 473 students were assessed in Reading and 476 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 124%. 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 targets[1] 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 6-8	473	Grades 6-8: 45%	124%	Met
English Learner	77	Grades 6-8: 45%	124%	Met
Latino	469	Grades 6-8: 45%	124%	Met
Socioeconomically Disadvantaged	458	Grades 6-8: 45%	119%	Met
Students with Disabilities	52	Grades 6-8: 45%	74%	Met

*Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

[1] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and met the one year's progress for all four 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") 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 473 students were assessed in Math and 476 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 110%. Based on i-Ready's Median Progress to Typical Growth targets[2] 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 6-8	473	Grades 6-8: 60%	110%	Met
English Learner	77	Grades 6-8: 60%	77%	Met
Latino	469	Grades 6-8: 60%	110%	Met
Socioeconomically Disadvantaged	458	Grades 6-8: 60%	112%	Met
Students with Disabilities	52	Grades 6-8: 60%	126%	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and for all four student groups in Math in 2023-2024.

[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Based on the review and consideration of verified data, Synergy Kinetic Academy 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, Synergy Kinetic Academy appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Synergy Kinetic Academy's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$6,563,931	$6,869,090	$7,585,594	$8,046,985	$8,077,885
Net Income/Loss	$726,351	$305,159	$722,734	$461,391	$30,900
Transfers In/Out	$0	$0	($6,230) [1]	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	479	440	447	465	480

According to Synergy Academies, the ($6,230) transfer out during Fiscal Year 2022-2023 reflected spending in the non-governmental grants that exceeded the funds received. These grants had been recognized as revenues in the prior year.

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.

Synergy Academies					
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)
3	3	$23,184,057	$1,588,253	$1,335,348	$88,515

Synergy Kinetic Academy

Board District: 5 | Region: East | Location Code: 8018

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	431	-9.8	Low	-12.2	Higher	100%	439	-18.7	-9.0	Declined	Orange	-13.6	Lower	100%	454	-28.1	-9.3	Declined	Orange	-13.2	Lower
English Learner	100%	122	-72.9	Very Low	-61.2	Lower	100%	164	-59.0	13.9	Increased	Yellow	-67.7	Higher	100%	171	-73.5	-14.5	Declined	Red	-67.6	Lower
Homeless Youth	100%	4	*	*	-62.9	*	100%	9	*	*	*	*	-67.9	*	100%	14	-111.1	--	--	--	-70.4	--
Latino	100%	422	-9.9	Low	-38.6	Higher	100%	431	-18.7	-8.8	Declined	Orange	-40.2	Higher	100%	450	-28.9	-10.3	Declined	Orange	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	54	-113.0	-22.5	Declined Significantly	Red	-109.6	Lower
Socioeconomically Disadvantaged	100%	430	-9.8	Low	-41.4	Higher	100%	437	-19.2	-9.4	Declined	Orange	-42.6	Higher	100%	445	-29.9	-10.7	Declined	Orange	-40.9	Higher
Students with Disabilities	100%	60	-104.4	Very Low	-97.3	Lower	100%	48	-106.1	-1.8	Maintained	Red	-96.3	Lower	100%	44	-97.1	9.1	Increased	Orange	-95.6	Lower

Data Sources: California School Dashboard Research data files.

Synergy Kinetic Academy

Board District: 5 | Region: East | Location Code: 8018

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	431	-64.0	Low	-51.7	Lower	100%	438	-68.1	-4.1	Declined	Orange	-49.1	Lower	100%	456	-57.8	10.2	Increased	Yellow	-47.6	Lower
English Learner	100%	122	-126.8	Very Low	-92.0	Lower	100%	164	-101.5	25.3	Increased Significantly	Orange	-93.4	Lower	100%	173	-100.7	0.8	Maintained	Red	-93.4	Lower
Homeless Youth	100%	4	*	*	-101.8	*	100%	9	*	*	*	*	-101.3	*	100%	15	-102.2	--	--	--	-106.0	--
Latino	100%	422	-64.4	Low	-83.4	Higher	100%	430	-67.5	-3.1	Declined	Orange	-80.8	Higher	100%	452	-58.6	8.9	Increased	Yellow	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	54	-148.7	-7.4	Declined	Red	-163.5	Higher
Socioeconomically Disadvantaged	100%	430	-63.9	Low	-84.0	Higher	100%	436	-68.3	-4.4	Declined	Orange	-80.8	Higher	100%	447	-59.2	9.0	Increased	Yellow	-78.2	Higher
Students with Disabilities	100%	60	-159.1	Very Low	-130.8	Lower	100%	48	-160.6	-1.5	Maintained	Red	-127.3	Lower	100%	44	-136.3	24.4	Increased Significantly	Orange	-124.3	Lower

Data Sources: California School Dashboard Research data files.

Synergy Kinetic Academy

Board District: 5 | Region: East | Location Code: 8018

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

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	94	62.8%	High	50.3%	Higher	95	77.9%	15.1	Increased Significantly	Blue	48.7%	Higher	79	60.8%	-17.1	Declined Significantly	Orange	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	53	66.0%	-12.7	Declined Significantly	Yellow	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	62.8%	0%	25.5%	11.7%	47.5%	2.8%	31.4%	18.3%
2023	EL	77.9%	0%	18.9%	2.1%	45.7%	2.3%	32.2%	18.3%
2024	EL	60.8%	0%	31.6%	6.3%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	66.0%	0%	24.5%	7.5%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	99	99	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	97	97	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	43	43	100%	Y	193,182	202,530	95.4%	Y
2024	EL	81	81	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	33	33	100%	Y	182,603	190,459	95.9%	Y

Synergy Kinetic Academy

Board District: 5 | Region: East | Location Code: 8018

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	440	27.5%	Very High	30.0%	Lower	446	20.4%	-7.1	Declined Significantly	Yellow	24.3%	Lower	464	18.1%	-2.3	Declined	Yellow	18.6%	Lower
English Learner	104	33.7%	Very High	33.6%	Higher	105	20.0%	-13.7	Declined	Yellow	26.3%	Lower	84	20.2%	0.2	Maintained	Red	20.1%	Higher
Homeless Youth	5	*	*	45.1%	*	9	*	*	*	*	38.7%	*	17	17.6%	--	--	--	32.7%	--
Latino	430	27.9%	Very High	35.8%	Lower	438	20.3%	-7.6	Declined Significantly	Yellow	28.4%	Lower	460	18.0%	-2.3	Declined	Yellow	21.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	56	21.4%	-0.1	Maintained	Red	23.9%	Lower
Socioeconomically Disadvantaged	439	27.6%	Very High	37.4%	Lower	444	20.5%	-7.1	Declined Significantly	Yellow	29.9%	Lower	454	18.3%	-2.2	Declined	Yellow	23.4%	Lower
Students with Disabilities	61	39.3%	Very High	39.6%	Lower	50	28.0%	-11.3	Declined	Orange	33.1%	Lower	47	19.1%	-8.9	Declined	Yellow	26.3%	Lower

Data Sources: California School Dashboard Research data files.

Synergy Kinetic Academy

Board District: 5 | Region: East | Location Code: 8018

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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	440	0.5%	Very Low	3.1%	Lower	450	1.1%	0.7	Increased	Yellow	3.5%	Lower	467	1.7%	0.6	Increased	Yellow	3.2%	Lower
English Learner	104	1.9%	Low	3.2%	Lower	107	0.0%	-1.9	Declined	Blue	3.7%	Lower	85	3.5%	3.5	Increased	Orange	3.4%	Higher
Homeless Youth	5	*	*	5.5%	*	9	*	*	*	*	6.5%	*	17	0.0%	--	--	--	5.7%	--
Latino	430	0.5%	Very Low	3.3%	Lower	442	0.9%	0.4	Increased	Yellow	3.8%	Lower	463	1.7%	0.8	Increased	Yellow	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	57	3.5%	3.5	Increased	Orange	8.1%	Lower
Socioeconomically Disadvantaged	439	0.5%	Very Low	4.0%	Lower	447	1.1%	0.7	Increased	Yellow	4.5%	Lower	457	1.8%	0.6	Increased	Yellow	4.0%	Lower
Students with Disabilities	61	3.3%	Medium	5.4%	Lower	52	1.9%	-1.4	Declined	Green	5.9%	Lower	48	0.0%	-1.9	Declined	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Synergy Kinetic Academy

Board District: 5 | Region: East | Location Code: 8018

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	464	529,902	5,837,690	481	516,685	5,806,221
F/R Meal	97.6%	80.6%	61.6%	97.1%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	18.1%	20.1%	18.4%	16.4%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	3.7%	2.1%	3.6%	3.1%	2.7%	4.0%
Socioeconomically Disadvantaged	97.6%	81.3%	62.7%	97.1%	82.4%	63.6%
Students w/ Disabilities	9.9%	14.8%	13.7%	11.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.6%	7.3%	4.9%	0.6%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.2%	3.4%	9.9%	0.2%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	99.1%	73.8%	56.1%	99.2%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Synergy Kinetic Academy

Board District: 5 | Region: East | Location Code: 8018

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	44	13.2%	17,921	7.3%	226,508	11.1%	33	10.1%	15,302	6.5%	211,186	10.6%	38	12.1%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	2	0.6%	17,295	7.1%	144,189	7.1%	6	1.8%	15,717	6.7%	136,188	6.8%	6	1.9%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	5	1.5%	60,457	24.7%	505,486	24.8%	8	2.5%	60,574	25.7%	519,651	26.0%	8	2.6%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	53	15.9%	18,850	7.7%	236,319	11.6%	36	11.0%	14,725	6.2%	207,768	10.4%	26	8.3%	13,775	6.2%	178,306	9.3%
EL Total	104	31.2%	114,523	46.8%	1,112,502	54.5%	83	25.5%	106,318	45.0%	1,074,793	53.8%	78	24.9%	95,959	43.3%	1,009,030	52.6%
RFEP	229	68.8%	130,377	53.2%	927,694	45.5%	243	74.5%	129,789	55.0%	924,422	46.2%	235	75.1%	125,465	56.7%	909,298	47.4%
Total Ever EL	333	100.0%	244,900	100.0%	2,040,196	100.0%	326	100.0%	236,107	100.0%	1,999,215	100.0%	313	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/filesltel.asp

Synergy Kinetic Academy

Board District: 5 | Region: East | Location Code: 8018

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	464			529,902			481			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	45	100%	9.7%	78,319	100%	14.8%	56	100%	11.6%	80,505	100%	15.6%
High Incidence	35	77.8%	7.5%	52,153	66.6%	9.8%	47	83.9%	9.8%	52,412	65.1%	10.1%
Low Incidence	10	22.2%	2.2%	26,162	33.4%	4.9%	9	16.1%	1.9%	28,084	34.9%	5.4%
Autism	8	17.8%	1.7%	18,713	23.9%	3.5%	7	12.5%	1.5%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	2.2%	0.2%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	2.2%	0.2%	3,393	4.3%	0.6%	2	3.6%	0.4%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	8	17.8%	1.7%	10,930	14%	2.1%	12	21.4%	2.5%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	22	48.9%	4.7%	29,615	37.8%	5.6%	26	46.4%	5.4%	29,368	36.5%	5.7%
Speech or Language Impairment	5	11.1%	1.1%	11,608	14.8%	2.2%	9	16.1%	1.9%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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)
SYNERGY CHARTER ACADEMY
BOARD OF EDUCATION REPORT 093- 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 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Synergy Kinetic Academy 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:

Kathleen DiPaola

KATHLEEN DI PAOLA
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 26

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-094-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Vaughn Next Century Learning Center [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Vaughn Next Century Learning Center) Recommends approval of the renewal petition for Vaughn Next Century Learning Center, with benchmarks, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 3,220 students in grades TK-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Vaughn Next Century Learning Center ("Charter School"), with benchmarks in the area of academics, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve to up to 3,220 students in grades TK-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:
Vaughn Next Century Learning Center is a K-12 span school currently serving 2,638 students on three private sites and a District site through a sole occupancy agreement, in Board District 6 and Region North. The private sites are located at (1) 13421 Vaughn Street, San Fernando, CA, 91340; (2) 11200 Herrick Avenue, Pacoima, CA, 91331; and (3) 11505 Herrick Avenue, Pacoima, CA 91331. The District site is located at 13330 Vaughn Street, San Fernando, CA, 91340. Vaughn Next Century Learning Center was originally approved by the LAUSD Board of Education in 1993. On January 9, 2018, the charter school was renewed for a five-year term to serve 3,220 students in grades TK-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 Vaughn Next Century Learning Center expires June 30, 2026.

On July 18, 2025, Vaughn Next Century Learning Center 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 Vaughn Next Century Learning Center 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. 094-25/26, 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 - Vaughn Next Century Learning Center 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/1rHC46Rm73SUMONS10wbzQJM_PqZhie9v?usp=drive_link>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 094-25/26
October 14, 2025

School Name:	**Vaughn Next Century Learning Center**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Conversion Independent Charter School**		
Charter Operator	**Vaughn Next Century Learning Center**		
Location Code:	**7452**		
Type of Site(s):	**(1) Private** **(2) Private** **(3) Sole Occupancy** **(4) Private**		
Site Address(es):	**(1) 13421 Vaughn Street, San Fernando, CA 91340** **(2) 11200 Herrick Avenue, Pacoima, CA 91331** **(3) 13330 Vaughn Street, San Fernando, CA 91340 (District Campus)** **(4) 11505 Herrick Avenue, Pacoima, CA 91331**		
Board District(s):	**6**	Region(s):	**North**
Grade Levels Served:	**TK-12**	Current Enrollment:	**2,638**
Grade Levels Authorized in Current Charter:	**TK-12**	Approved Enrollment in Current Charter:	**3,220**
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:	The following benchmarks are proposed for Vaughn Next Century Learning Center for the 2026-2031 charter term: 1. In each year of the charter term, the school shall demonstrate academic growth in Math for English Learners as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 2. In each year of the charter term, the school shall demonstrate academic growth in Math for Homeless Youth as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 3. In each year of the charter term, the school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 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.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval with benchmarks of the renewal petition for Vaughn Next Century Learning Center ("Vaughn" or "Charter School"), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 3,220 students in grades TK-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

	Vaughn Next Century Learning Center
Initial Authorization:	In 1993, Vaughn Next Century Learning Center was authorized by the LAUSD Board of Education.
Most Recent Renewal	The charter was renewed on January 9, 2018, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 3,220 students in grades TK-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 Vaughn Next Century Learning Center expires June 30, 2026.

	Vaughn Next Century Learning Center
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Vaughn Next Century Learning Center submitted its renewal petition application on July 18, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Vaughn Next Century Learning Center implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Vaughn Next Century Learning Center participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Vaughn Next Century Learning Center is a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Vaughn Next Century Learning Center 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 on the College/Career Indicator (CCI), but lower in Math and on the English Learner Progress Indicator (ELPI). The charter school provided verified data in both ELA and Math. In ELA, the submitted verified data demonstrated one year's progress for All Students, and for the majority of student groups, however the student group data was provided only for 2024-2025. In Math, the two years verified data (2023-2024 and 2024-2025) demonstrated one year's progress for All Students and for the majority of grade levels and for the majority of student groups.

Please see the Vaughn Next Century Learning Center 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.

Vaughn Next Century Learning Center Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	High	Not Applicable	Very High	Very High	Low
2022-2023	Orange	Yellow	Red	Medium	Red	Blue	Yellow
2023-2024	Yellow	Orange	Orange	Blue	Yellow	Blue	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for three of five numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of five 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 four of six numerically significant student groups.

Vaughn Next Century Learning Center - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-32.9**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-33.1	Low	-38.6	Higher
English Learner	Met	Very Low	-71.3	Low	-61.2	Lower
Homeless Youth	Met	Low	-46.2	Low	-62.9	Higher
Socioeconomically Disadvantaged	Met	Low	-34.1	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-99.4	Very Low	-97.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vaughn Next Century Learning Center - 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**	**-39.6**	**-6.8**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-39.4	-6.3	Orange	-40.2	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
English Learner	Met	Red	-88.8	-17.5	Orange	-67.7	Lower
Homeless Youth	Met	Orange	-45.2	0.9	Orange	-67.9	Higher
Socioeconomically Disadvantaged	Met	Orange	-40.9	-6.8	Orange	-42.6	Higher
Students with Disabilities	Met	Red	-111.3	-11.9	Red	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vaughn Next Century Learning Center - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-34.0**	**5.6**	**Orange**	**-13.2**	**Lower**
Latino	Met	Yellow	-35.0	4.4	Orange	-39.3	Higher
English Learner	Met	Orange	-79.6	9.2	Orange	-67.6	Lower
Long Term English Learner	Met	Orange	-106.0	6.6	Red	-109.6	Higher
Homeless Youth	Met	Orange	-54.8	-9.6	Red	-70.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-35.2	5.7	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-106.3	5.1	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 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for four of five numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for three of five numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for three of six student groups.

As noted above, staff is recommending a benchmark in Math for the English Learner, Homeless Youth, and Students with Disabilities student groups. In order to increase student outcomes in Math, the charter school leaders report focusing on classroom walkthroughs, professional development through UCLA Center X and a two-day Math lab training for high school Math teachers. Additional supports include ongoing coaching focused on Math discourse, language scaffolds, co-teaching strategies, and the use of manipulatives and technology to address diverse learning needs. Teachers and administrators monitor progress through data-driven assessments to guide responsive instruction. Student supports also extend to after-school tutoring and counseling to address social-emotional needs.

Vaughn Next Century Learning Center - 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**	**-84.2**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-84.3	Low	-83.4	Lower
English Learner	Met	Very Low	-105.2	Low	-92.0	Lower
Homeless Youth	Met	Low	-92.3	Very Low	-101.8	Higher
Socioeconomically Disadvantaged	Met	Low	-85.9	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-147.3	Very Low	-130.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vaughn Next Century Learning Center - 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**	**Yellow**	**-73.3**	**10.8**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-73.5	10.8	Orange	-80.8	Higher
English Learner	Met	Red	-104.1	1.1	Orange	-93.4	Lower
Homeless Youth	Met	Yellow	-79.9	12.3	Red	-101.3	Higher
Socioeconomically Disadvantaged	Met	Yellow	-74.3	11.6	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-135.3	12.0	Orange	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vaughn Next Century Learning Center - 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**	**-74.3**	**-1.0**	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-74.7	-1.2	Orange	-79.2	Higher
English Learner	Met	Red	-105.8	-1.7	Orange	-93.4	Lower
Long Term English Learner	Met	Red	-157.7	2.9	Red	-163.5	Higher
Homeless Youth	Met	Red	-106.9	-26.9	Red	-106.0	Lower
Socioeconomically Disadvantaged	Met	Orange	-75.4	-1.1	Orange	-78.2	Higher
Students with Disabilities	Met	Red	-151.9	-16.6	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of High was higher than the state's Status Level of Medium. The charter school's

English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Red was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rate for the English Learner group was lower than the state's rate and the Long-Term English Learner group was higher than the state's rate. In order to improve student outcomes in English Learner progress, Charter School leaders report facilitating student discourse through structured discussions designed to promote purposeful student interactions, incorporating scaffolds like sentence frames, graphic organizers, and model texts to bridge language proficiency gaps, and integrating students' cultural backgrounds and experiences to create an inclusive learning environment.

Vaughn Next Century Learning Center - 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	High	55.1%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vaughn Next Century Learning Center - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	42.3%	-12.7%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vaughn Next Century Learning Center - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	41.3%	-1.0%	Orange	45.7%	Lower
Long Term English Learner	Met	Yellow	47.9%	-0.3%	Orange	45.8%	Higher

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 and 2024, the charter school's percentage of students prepared was higher for All Students and for all the numerically significant student groups.

Vaughn Next Century Learning Center - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Medium**	**49.4%**	**Medium**	**43.9%**	**Higher**
Latino	Medium	49.4%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	49.1%	Medium	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vaughn Next Century Learning Center - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	**Blue**	**66.1%**	**16.7**	**Yellow**	**45.3%**	**Higher**
Latino	Blue	66.5%	17.1	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Blue	66.9%	17.8	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

In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and lower for all five numerically significant student groups. In 2023 the Chronic Absenteeism Indicator the charter school's Performance Level of Red was higher than the state for All Students and lower for all five numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower for five of six numerically significant student groups.

h. Graduation Indicator [HS only]

In 2023 and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for all student groups. Vaughn 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 Vaughn Next Century Learning Center outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to two state compliance-related audit findings, identified as significant deficiencies, as disclosed in the school's 2023-2024 independent audit report. See further details in the Fiscal Management and Performance section below.

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).)

Vaughn Next Century Learning Center submitted verified data for consideration as part of its renewal application, as follows:

2023-2024 Academic Year				
Program	**Grade Level**	**Category**	**Report Type**	**Correct Report**
i-Ready by Curriculum Associates				
Reading	K-8	All Students	Diagnostic Growth Report	Yes
		Student Groups	None Submitted	Not applicable
Math	K-8	All Students	Diagnostic Growth Report	Yes
		Student Groups (excl. SED)	Diagnostic Growth Report	Yes
Reading	9-12	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Math	9-12	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Reading Inventory by Houghton Mifflin Harcourt				
Reading	9-12	All Students	None Submitted	Not applicable
		Student Groups (EL and SWD only)	Proficiency Report	No

2024-2025 Academic Year				
Program	**Grade Level**	**Category**	**Report Type**	**Correct Report**
i-Ready by Curriculum Associates				
Reading	K-8	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Math	K-8	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Reading	9-12	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Math	9-12	All Students	Diagnostic Growth Report	Yes
		Student Groups	Diagnostic Growth Report	Yes
Reading Inventory by Houghton Mifflin Harcourt				
Reading	9-12	All Students	None Submitted	Not applicable
		Student Groups (EL and SWD only)	Proficiency Report	Not applicable

ELA

Charter School provided 2023-2024 i-Ready Reading data for grades K-8 for All Students. For grades 9-12 the charter school provided data for All Students and numerically significant student groups. In 2024-2025, Charter School provided i-Ready data grades K-12 for All Students and all the numerically significant student groups. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5, 6-8, and 9-12. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations of Grades K-5, 6-8, and 9-12.

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 "Final Diagnostic" for All Students. For 2024-2025, Charter

School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report "Spring (March 2 - End of Year)" for All Students and the following student groups: Latino, English Learner, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged. 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 1,821 students were assessed in Reading and 1,834 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.

Per the California State Board of Education 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." i-Ready's Median Progress to Typical Growth targets[1] identify schools as having met California Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

Charter School provided 2023-2024 and 2024-2025 data for grades K-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, eight of nine grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School submitted data also include data for five student groups (Latino, English Learner, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged) and all student groups demonstrated one year's progress for a majority of the grade levels based on i-Ready's Median Progress to Typical Growth Targets.

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**
Grade K	161	Grades K-5: 75%	32%	Not Met
Latino	158	Grades K-5: 75%	32%	Not Met
English Learner	56	Grades K-5: 75%	24%	Not Met
Homeless Youth	13	Grades K-5: 75%	20%	Not Met
Students with Disabilities	16	Grades K-5: 75%	33%	Not Met
Socioeconomically Disadvantaged	148	Grades K-5: 75%	32%	Not 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.

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**
Grade 1	179	Grades K-5: 75%	88%	Met
Latino	179	Grades K-5: 75%	88%	Met
English Learner	71	Grades K-5: 75%	94%	Met
Homeless Youth	11	Grades K-5: 75%	43%	Not Met
Students with Disabilities	22	Grades K-5: 75%	50%	Not Met
Socioeconomically Disadvantaged	166	Grades K-5: 75%	88%	Met
Grade 2	184	Grades K-5: 75%	102%	Met
Latino	182	Grades K-5: 75%	102%	Met
English Learner	64	Grades K-5: 75%	90%	Met
Homeless Youth	11	Grades K-5: 75%	69%	Not Met
Students with Disabilities	22	Grades K-5: 75%	110%	Met
Socioeconomically Disadvantaged	171	Grades K-5: 75%	100%	Met
Grade 3	204	Grades K-5: 75%	140%	Met
Latino	203	Grades K-5: 75%	139%	Met
English Learner	84	Grades K-5: 75%	142%	Met
Homeless Youth	*	Grades K-5: 75%	*	*
Students with Disabilities	32	Grades K-5: 75%	134%	Met
Socioeconomically Disadvantaged	195	Grades K-5: 75%	139%	Met
Grade 4	208	Grades K-5: 75%	90%	Met
Latino	200	Grades K-5: 75%	90%	Met
English Learner	55	Grades K-5: 75%	61%	Not Met
Homeless Youth	11	Grades K-5: 75%	136%	Met
Students with Disabilities	21	Grades K-5: 75%	61%	Not Met
Socioeconomically Disadvantaged	198	Grades K-5: 75%	90%	Met
Grade 5	219	Grades K-5: 75%	119%	Met
Latino	217	Grades K-5: 75%	119%	Met
English Learner	62	Grades K-5: 75%	105%	Met
Homeless Youth	15	Grades K-5: 75%	163%	Met
Students with Disabilities	34	Grades K-5: 75%	72%	Not Met
Socioeconomically Disadvantaged	207	Grades K-5: 75%	113%	Met
Grade 6	242	Grades 6-8: 45%	119%	Met
Latino	235	Grades 6-8: 45%	121%	Met
English Learner	48	Grades 6-8: 45%	55%	Not Met
Homeless Youth	16	Grades 6-8: 45%	124%	Met
Students with Disabilities	32	Grades 6-8: 45%	137%	Met
Socioeconomically Disadvantaged	229	Grades 6-8: 45%	117%	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**
Grade 7	212	Grades 6-8: 45%	124%	Met
Latino	208	Grades 6-8: 45%	118%	Met
English Learner	45	Grades 6-8: 45%	112%	Met
Homeless Youth	25	Grades 6-8: 45%	65%	Met
Students with Disabilities	18	Grades 6-8: 45%	140%	Met
Socioeconomically Disadvantaged	204	Grades 6-8: 45%	132%	Met
Grade 8	212	Grades 6-8: 45%	192%	Met
Latino	211	Grades 6-8: 45%	189%	Met
English Learner	40	Grades 6-8: 45%	189%	Met
Homeless Youth	19	Grades 6-8: 45%	256%	Met
Students with Disabilities	24	Grades 6-8: 45%	242%	Met
Socioeconomically Disadvantaged	208	Grades 6-8: 45%	200%	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

In addition, Charter School provided data for Reading from "i-Ready 9-12 by Curriculum Associates" (i-Ready) *California Charter Schools Academic Progress Indicator for Grades 9-12* report for 2023-2024 and 2024-2025 for All Students and for the following student groups: Latino, English Learner, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races. 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 *California Charter Schools Academic Progress Indicator for Grades 9-12* report shows a participation percent, 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 *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 682 students with a baseline score in Reading and 682 students were enrolled in i-Ready. The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 100% participation rate for All Students in Reading. 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 *California Charter Schools Academic Progress Indicator for Grades 9-12* report indicated the school rating for ranges of students meeting criteria is Average. Per Curriculum Associates' Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades 9-12, publisher guidance states, "For the purposes of California's charter requirements, "Average", "Effective", and "Highly Effective" schools can be considered to meet

one year's worth of growth." Therefore, based Curriculum Associates' final determination based on Criteria 1[2] and 2[3] Charter School met criteria for All Students in Reading in 2024-2025.

As seen in the table below, three of four grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School submitted data also include data for seven student groups (Latino, English Learner, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races) and all seven student groups demonstrated one year's progress for a majority of the grade levels based on i-Ready's Median Progress to Typical Growth Targets.

i-Ready Diagnostic Growth Reading 2024-2025					
Student Groups	**Number of Students Tested**	**Percent Met Growth or Proficiency**	**i-Ready Range**	**School Rating**	**One Year's Progress**
All Students	682	53%	"Average" "Effective" and "Highly Effective" meet one year's worth of growth	Average	Met
Grade 9	201	58%		Average	Met
Latino	196	57%		Average	Met
English Learner	26	54%		Average	Met
Homeless Youth	26	58%		Average	Met
Students with Disabilities	15	53%		Average	Met
Socioeconomically Disadvantaged	189	56%		Average	Met
White	188	57%		Average	Met
Two or More Races	*	*		*	*
Grade 10	158	61%		Average	Met
Latino	156	62%		Average	Met
English Learner	16	50%		Average	Met
Homeless Youth	20	55%		Average	Met
Students with Disabilities	14	64%		Average	Met
Socioeconomically Disadvantaged	153	60%		Average	Met
White	152	61%		Average	Met
Two or More Races	*	*		*	*
Grade 11	157	54%		Average	Met
Latino	154	54%		Average	Met
English Learner	*	*		*	*
Homeless Youth	19	58%		Average	Met
Students with Disabilities	16	50%		Average	Met
Socioeconomically Disadvantaged	145	53%		Average	Met
White	150	53%		Average	Met
Two or More Races	*	*		*	*
Grade 12	166	37%		Ineffective	Not Met
Latino	161	37 %		Ineffective	Not Met
English Learner	*	*		*	*
Homeless Youth	12	42%		Ineffective	Not Met
Students with Disabilities	13	69%		Average	Met
Socioeconomically Disadvantaged	161	37%		Ineffective	Not Met
White	156	37%		Ineffective	Not Met
Two or More Races	*	*		*	*

*Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

[2] Criterion 1: Growth Goal (Achieving a Sufficient Gain Score on i-Ready Diagnostic)

[3] Criterion 2: Proficiency Goal (Achieving the Mid-On Grade Level Cut on i-Ready Diagnostic)

Charter School submitted verified data using i-Ready K-8 and i-Ready 9-12 for the 2023-2024 school year for All Students. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and student groups in Reading for grades K-12 for 2023-2024.

MATH

Charter School provided 2023-2024 and 2024-2025 i-Ready data for grades K-8 and 9-12 for All Students and numerically significant student groups. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5, 6-8 and 9-12. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations of Grades K-5, 6-8, and 9-12.

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 "Final Diagnostic" for grade levels K-8 and 2024-2025, "Spring (2 – End of Year") for All Students and for the following student groups[4]: Latino, English Learner, HomelessYouth, Special Education, and Socioeconomically Disadvantaged. 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 1,822 students were assessed in Math and 1,834 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.

Per the California State Board of Education 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." i-Ready's Median Progress to Typical Growth targets[5] identify schools as having met California Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

Charter School provided 2023-2024 and 2024-2025 data for grades K-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, seven of nine grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School submitted data also include data for five student groups (Latino, English Learner, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged) and four of five student groups demonstrated one year's progress for a majority of the grade levels based on i-Ready's Median Progress to Typical Growth Targets.

[4] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

[5] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade K	161	Grades K-5: 80%	43%	Not Met
Latino	158	Grades K-5: 80%	43%	Not Met
English Learner	56	Grades K-5: 80%	59%	Not Met
Homeless Youth	12	Grades K-5: 80%	30%	Not Met
Students with Disabilities	16	Grades K-5: 80%	53%	Not Met
Socioeconomically Disadvantaged	148	Grades K-5: 80%	44%	Not Met
Grade 1	179	Grades K-5: 80%	76%	Not Met
Latino	179	Grades K-5: 80%	76%	Not Met
English Learner	71	Grades K-5: 80%	86%	Met
Homeless Youth	11	Grades K-5: 80%	38%	Not Met
Students with Disabilities	22	Grades K-5: 80%	52%	Not Met
Socioeconomically Disadvantaged	166	Grades K-5: 80%	78%	Not Met
Grade 2	184	Grades K-5: 80%	107%	Met
Latino	182	Grades K-5: 80%	107%	Met
English Learner	64	Grades K-5: 80%	107%	Met
Homeless Youth	11	Grades K-5: 80%	85%	Met
Students with Disabilities	22	Grades K-5: 80%	123%	Met
Socioeconomically Disadvantaged	171	Grades K-5: 80%	107%	Met
Grade 3	204	Grades K-5: 80%	90%	Met
Latino	203	Grades K-5: 80%	90%	Met
English Learner	84	Grades K-5: 80%	87%	Met
Homeless Youth	*	Grades K-5: 80%	*	*
Students with Disabilities	32	Grades K-5: 80%	80%	Met
Socioeconomically Disadvantaged	195	Grades K-5: 80%	88%	Met
Grade 4	208	Grades K-5: 80%	89%	Met
Latino	200	Grades K-5: 80%	89%	Met
English Learner	55	Grades K-5: 80%	70%	Not Met
Homeless Youth	11	Grades K-5: 80%	39%	Not Met
Students with Disabilities	21	Grades K-5: 80%	61%	Not Met
Socioeconomically Disadvantaged	198	Grades K-5: 80%	91%	Met
Grade 5	219	Grades K-5: 80%	94%	Met
Latino	217	Grades K-5: 80%	94%	Met
English Learner	62	Grades K-5: 80%	87%	Met
Homeless Youth	15	Grades K-5: 80%	50%	Not Met
Students with Disabilities	34	Grades K-5: 80%	100%	Met
Socioeconomically Disadvantaged	207	Grades K-5: 80%	100%	Met
Grade 6	243	Grades 6-8: 60%	77%	Met
Latino	236	Grades 6-8: 60%	79%	Met
English Learner	48	Grades 6-8: 60%	100%	Met

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**
Grade 6	243	Grades 6-8: 60%	77%	Met
Homeless Youth	16	Grades 6-8: 60%	56%	Not Met
Students with Disabilities	32	Grades 6-8: 60%	94%	Met
Socioeconomically Disadvantaged	230	Grades 6-8: 60%	78%	Met
Grade 7	212	Grades 6-8: 60%	85%	Met
Latino	208	Grades 6-8: 60%	89%	Met
English Learner	45	Grades 6-8: 60%	62%	Met
Homeless Youth	25	Grades 6-8: 60%	100%	Met
Students with Disabilities	18	Grades 6-8: 60%	69%	Met
Socioeconomically Disadvantaged	204	Grades 6-8: 60%	85%	Met
Grade 8	212	Grades 6-8: 60%	124%	Met
Latino	211	Grades 6-8: 60%	125%	Met
English Learner	40	Grades 6-8: 60%	50%	Not Met
Homeless Youth	19	Grades 6-8: 60%	267%	Met
Students with Disabilities	24	Grades 6-8: 60%	96%	Met
Socioeconomically Disadvantaged	208	Grades 6-8: 60%	121%	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

In addition, Charter School provided data for Reading from "i-Ready 9-12 by Curriculum Associates" (i-Ready) *California Charter Schools Academic Progress Indicator for Grades 9-12* report for 2024-2025 for All Students and for the following student groups: Latino, English Learner, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 682 students with a baseline score in Math and 682 students were enrolled in i-Ready. The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 100% participation rate for All Students in Math. 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 *California Charter Schools Academic Progress Indicator for Grades 9-12* report indicated the school rating for ranges of students meeting criteria is Average. Per Curriculum Associates' Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades 9-12, publisher guidance states, "For the purposes of California's charter requirements, "Average", "Effective", and "Highly Effective" schools can be considered to meet one year's worth of growth." Therefore, based Curriculum Associates' final determination based on Criteria 1[6] and 2[7] Charter School met criteria for All Students in Math in 2024-2025.

[6] Criterion 1: Growth Goal (Achieving a Sufficient Gain Score on i-Ready Diagnostic)

[7] Criterion 2: Proficiency Goal (Achieving the Mid-On Grade Level Cut on i-Ready Diagnostic)

As seen in the table below, three of four grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School submitted data also include data for seven student groups (Latino, English Learner, HomelessYouth, Students with Disabilities, Economically Disadvantaged, White, and Two or More Races) and all seven student groups demonstrated one year's progress for a majority of the grade levels based on i-Ready's Median Progress to Typical Growth Targets.

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**	**Student Groups**
All Students	682	56%	"Average" "Effective" and "Highly Effective" meet one year's worth of growth	Average	Met
Grade 9	201	57%		Average	Met
Latino	196	57%		Average	Met
English Learner	26	58%		Average	Met
Homeless Youth	26	58%		Average	Met
Students with Disabilities	15	53%		Average	Met
Socioeconomically Disadvantaged	189	56%		Average	Met
White	188	58%		Average	Met
Two or More Races	*	*		*	*
Grade 10	158	64%		Average	Met
Latino	156	63%		Average	Met
English Learner	16	63%		Average	Met
Homeless Youth	20	70%		Average	Met
Students with Disabilities	14	50%		Average	Met
Socioeconomically Disadvantaged	153	63%		Average	Met
White	152	64%		Average	Met
Two or More Races	*	*		*	*
Grade 11	157	66%		Average	Met
Latino	154	67%		Average	Met
English Learner	*	*		*	*
Homeless Youth	19	58%		Average	Met
Students with Disabilities	16	50%		Average	Met
Socioeconomically Disadvantaged	145	66%	"Average" "Effective" and "Highly Effective" meet one year's worth of growth	Average	Met
White	150	67%		Average	Met
Two or More Races	*	*		*	*
Grade 12	166	36%		Ineffective	Not Met
Latino	161	36%		Ineffective	Not Met
English Learner	*	*		*	*
Homeless Youth	12	17%		Ineffective	Not Met
Students with Disabilities	13	31%		Ineffective	Not Met
Socioeconomically Disadvantaged	161	36%		Ineffective	Not Met
White	156	37%		Ineffective	Not Met
Two or More Races	*	*		*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School submitted verified data using i-Ready K-8 and i-Ready 9-12 for the 2023-2024 school year for All Students. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and students in Math for grades K-12 for 2023-2024.

As noted above Vaughn Next Century Learning Center submitted incorrect reports for i-Ready K-8 student groups for 2023-2024, and Reading Growth Measure by Houghton Mifflin Harcourt, Grades K-12 (formerly approved as Reading Inventory by Houghton Mifflin Harcourt) for two student groups (English Learner and Students with Disabilities) for 2023-2024.

Based on the review and consideration of verified data, Vaughn Next Century Learning Center included two years of Reading, 2023-2024 and 2024-2025, i-Ready K-8 data for All Students and in 2023-2024 the charter submitted one year of student group reports (Latino, English Learner, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged). For grades 9-12, Charter School submitted two years 2023-2024 and 2024-2025 of i-Ready 9-12 for All Students and student group reports (Latino, English Learner, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races).

Charter School also included two years of Math, 2023-2024 and 2024-2025, i-Ready K-8 data, for All Students and student group reports (Latino, English Learner, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged). For grades 9-12, Charter School submitted two years, 2023-2024 and 2024-2025 of i-Ready 9-12 for All Students and student group reports (Latino, English Learner, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged, White, and Two or More Races). In 2023-2024 and 2024-2025, Vaughn Next Century Learning Center appears to have met 95 percent participation rate for schoolwide (except for grade 1, in 2023-2024), and all numerically significant student groups appears to have met 95 percent participation rate.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Vaughn'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	$193,446,601	$189,791,232	$205,398,589	$220,821,934	$219,301,588
Net Income/Loss	$17,593,551	($3,655,369) [1]	$15,607,357	$15,423,345	($1,520,346) [2]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	3,094	3,032	2,877	2,741	2,638

[1] According to Vaughn, the reported net loss of ($3,655,369) for FY 2021-2022 was primarily due to unrealized losses of $10,351,324 from its investment account.

[2] According to Vaughn, the projected net loss of ($1,520,346) was primarily due to depreciation expenses of $4.2M. Excluding depreciation expenses, the school would have projected an operational surplus of approximately $2.7M.

[A] Vaughn reported 2,638 Norm Enrollment for Fiscal Year 2024-2025. Vaughn stated that it plans to increase enrollment through various means, for example, community

engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: Yes (See the description below.)
Lack of a Going Concern: None Reported

Vaughn's 2023-2024 independent audit report identified two significant state-compliance related deficiencies related to teacher credentialing and instructional time. Vaughn informed the CSD that issues were resolved in fall 2024. Additionally, Vaughn provided corrective actions with specific steps to address these audit findings, including implementing an improved credential tracking process. The CSD will continue to monitor these issues through oversight, including a review of Vaughn's 2024-2025 independent audit report to assess the status of the implementation of Charter School's corrective actions.

c. Other Significant Fiscal Information
Not applicable

ATTACHMENT B

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	1,594	-32.9	Low	-12.2	Lower	99%	1,513	-39.6	-6.8	Declined	Orange	-13.6	Lower	100%	1,507	-34.0	5.6	Increased	Yellow	-13.2	Lower
African American/Black	100%	11	-30.7	Low	-57.7	--	100%	8	*	*	*	*	-59.6	*	100%	5	*	*	*	*	-58.9	*
English Learner	100%	620	-71.3	Very Low	-61.2	Lower	99%	527	-88.8	-17.5	Declined Significantly	Red	-67.7	Lower	100%	549	-79.6	9.2	Increased	Orange	-67.6	Lower
Homeless Youth	100%	186	-46.2	Low	-62.9	Higher	97%	185	-45.2	0.9	Maintained	Orange	-67.9	Higher	100%	71	-54.8	-9.6	Declined	Orange	-70.4	Higher
Latino	100%	1,573	-33.1	Low	-38.6	Higher	99%	1,495	-39.4	-6.3	Declined	Orange	-40.2	Higher	100%	1,481	-35.0	4.4	Increased	Yellow	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	131	-106.0	6.6	Increased	Orange	-109.6	Higher
Socioeconomically Disadvantaged	100%	1,557	-34.1	Low	-41.4	Higher	99%	1,483	-40.9	-6.8	Declined	Orange	-42.6	Higher	100%	1,476	-35.2	5.7	Increased	Yellow	-40.9	Higher
Students with Disabilities	99%	136	-99.4	Very Low	-97.3	Lower	98%	129	-111.3	-11.9	Declined	Red	-96.3	Lower	99%	136	-106.3	5.1	Increased	Orange	-95.6	Lower
White	100%	6	*	*	21.9	*	100%	7	*	*	*	*	20.8	*	100%	12	19.3	--	--	--	19.2	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	1,592	-84.2	Low	-51.7	Lower	99%	1,515	-73.3	10.8	Increased	Yellow	-49.1	Lower	100%	1,511	-74.3	-1.0	Maintained	Orange	-47.6	Lower
African American/Black	100%	11	-117.0	Very Low	-106.9	--	100%	8	*	*	*	*	-104.5	*	100%	5	*	*	*	*	-102.2	*
English Learner	99%	620	-105.2	Very Low	-92.0	Lower	99%	527	-104.1	1.1	Maintained	Red	-93.4	Lower	100%	554	-105.8	-1.7	Maintained	Red	-93.4	Lower
Homeless Youth	99%	185	-92.3	Low	-101.8	Higher	98%	186	-79.9	12.3	Increased	Yellow	-101.3	Higher	100%	72	-106.9	-26.9	Declined Significantly	Red	-106.0	Lower
Latino	100%	1,571	-84.3	Low	-83.4	Lower	99%	1,497	-73.5	10.8	Increased	Yellow	-80.8	Higher	100%	1,485	-74.7	-1.2	Maintained	Orange	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	131	-157.7	2.9	Maintained	Red	-163.5	Higher
Socioeconomically Disadvantaged	99%	1,555	-85.9	Low	-84.0	Lower	99%	1,485	-74.3	11.6	Increased	Yellow	-80.8	Higher	100%	1,480	-75.4	-1.1	Maintained	Orange	-78.2	Higher
Students with Disabilities	99%	136	-147.3	Very Low	-130.8	Lower	98%	130	-135.3	12.0	Increased	Orange	-127.3	Lower	98%	135	-151.9	-16.6	Declined Significantly	Red	-124.3	Lower
White	100%	6	*	*	-13.4	*	100%	7	*	*	*	*	-11.1	*	100%	12	-59.1	--	--	--	-10.3	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

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	621	55.1%	High	50.3%	Higher	593	42.3%	-12.7	Declined Significantly	Red	48.7%	Lower	571	41.3%	-1.0	Maintained	Orange	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	140	47.9%	-0.3	Maintained	Yellow	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	53.1%	1.9%	25.6%	19.3%	47.5%	2.8%	31.4%	18.3%
2023	EL	41.1%	1.2%	31.7%	26.0%	45.7%	2.3%	32.2%	18.3%
2024	EL	39.9%	1.4%	36.1%	22.4%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	42.1%	5.7%	33.6%	18.6%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	769	777	99.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	716	720	99.4%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	83	83	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	698	702	99.4%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	118	118	100.0%	Y	182,603	190,459	95.9%	Y

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

CA School 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 cell with "–" 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. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	162	49.4%	Medium	43.9%	Higher	165	66.1%	16.7	Increased Significantly	Blue	45.3%	Higher
English Learner	17	23.5%	Low	15.3%	--	12	16.7%	-6.9	Declined	--	17.2%	--
Homeless Youth	18	33.3%	Low	20.4%	--	17	82.4%	49.0	Increased	--	21.8%	--
Latino	162	49.4%	Medium	35.5%	Higher	161	66.5%	17.1	Increased Significantly	Blue	37.4%	Higher
Long-Term English Learner	--	--	--	--	--	12	16.7%	-8.3	Declined	--	16.5%	--
Socioeconomically Disadvantaged	161	49.1%	Medium	35.4%	Higher	160	66.9%	17.8	Increased Significantly	Blue	37.4%	Higher
Students with Disabilities	16	12.5%	Low	12.3%	--	11	27.3%	14.8	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	2,279	27.2%	Very High	30.0%	Lower	2,160	27.7%	0.5	Increased	Red	24.3%	Higher	2,067	19.3%	-8.4	Declined Significantly	Yellow	18.6%	Higher
African American/Black	13	46.2%	Very High	42.9%	--	8	*	*	*	*	36.4%	*	6	*	*	*	*	31.3%	*
English Learner	783	26.8%	Very High	33.6%	Lower	763	24.8%	-2.0	Declined	Orange	26.3%	Lower	710	18.7%	-6.0	Declined Significantly	Yellow	20.1%	Lower
Foster Youth	12	33.3%	Very High	42.1%	--	10	*	*	*	*	33.6%	*	12	41.7%	--	--	--	30.5%	--
Homeless Youth	231	22.9%	Very High	45.1%	Lower	213	23.5%	0.5	Increased	Red	38.7%	Lower	96	33.3%	9.9	Increased	Red	32.7%	Higher
Latino	2,246	27.3%	Very High	35.8%	Lower	2,132	27.8%	0.5	Increased	Red	28.4%	Lower	2,038	19.3%	-8.5	Declined Significantly	Yellow	21.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	125	23.2%	-6.3	Declined	Orange	23.9%	Lower
Socioeconomically Disadvantaged	2,223	27.3%	Very High	37.4%	Lower	2,109	27.7%	0.4	Maintained	Red	29.9%	Lower	2,004	19.5%	-8.2	Declined Significantly	Yellow	23.4%	Lower
Students with Disabilities	200	32.5%	Very High	39.6%	Lower	204	30.9%	-1.6	Declined	Orange	33.1%	Lower	209	20.1%	-10.8	Declined Significantly	Yellow	26.3%	Lower
White	7	*	*	21.9%	*	11	18.2%	--	--	--	18.5%	--	13	23.1%	4.9	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	3,104	1.2%	Low	3.1%	Lower	2,957	1.6%	0.4	Increased	Yellow	3.5%	Lower	2,846	0.9%	-0.6	Declined	Blue	3.2%	Lower
African American/Black	17	0.0%	Very Low	7.9%	--	13	7.7%	7.7	Increased	--	8.8%	--	15	0.0%	-7.7	Declined	--	8.4%	--
English Learner	888	1.1%	Low	3.2%	Lower	851	1.4%	0.3	Increased	Yellow	3.7%	Lower	797	1.0%	-0.4	Declined	Blue	3.4%	Lower
Foster Youth	19	0.0%	Very Low	12.4%	--	13	0.0%	0.0	Maintained	--	13.6%	--	16	0.0%	0.0	Maintained	--	13.2%	--
Homeless Youth	324	0.6%	Very Low	5.5%	Lower	302	2.6%	2.0	Increased	Orange	6.5%	Lower	137	1.5%	-1.2	Declined	Green	5.7%	Lower
Latino	3,056	1.1%	Low	3.3%	Lower	2,915	1.5%	0.4	Increased	Yellow	3.8%	Lower	2,800	1.0%	-0.6	Declined	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	178	2.8%	-2.7	Declined Significantly	Green	8.1%	Lower
Socioeconomically Disadvantaged	3,023	1.1%	Low	4.0%	Lower	2,882	1.6%	0.5	Increased	Yellow	4.5%	Lower	2,750	1.0%	-0.6	Declined	Blue	4.0%	Lower
Students with Disabilities	284	2.1%	Low	5.4%	Lower	274	3.6%	1.5	Increased	Orange	5.9%	Lower	269	3.3%	-0.3	Declined	Green	5.4%	Lower
White	14	7.1%	High	2.6%	--	16	0.0%	-7.1	Declined	--	2.9%	--	16	0.0%	0.0	Maintained	--	2.6%	--

Data Sources: California School Dashboard Research data files.

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CA School 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 cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	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	158	98.7%	Very High	87.4%	Higher	162	97.5%	-1.2	Declined	Blue	86.4%	Higher	166	98.2%	0.7	Maintained	Blue	86.7%	Higher
English Learner	17	100.0%	Very High	73.3%	--	17	82.4%	-17.6	Declined Significantly	--	73.5%	--	13	92.3%	10.0	Increased Significantly	--	77.9%	--
Homeless Youth	25	96.0%	Very High	74.4%	--	18	94.4%	-1.6	Declined	--	73.7%	--	17	100.0%	5.6	Increased Significantly	--	75.7%	--
Latino	156	98.7%	Very High	85.3%	Higher	162	97.5%	-1.2	Declined	Blue	84.2%	Higher	162	98.1%	0.6	Maintained	Blue	85.3%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	13	92.3%	4.8	Increased	--	80.8%	--
Socioeconomically Disadvantaged	157	98.7%	Very High	85.1%	Higher	161	97.5%	-1.2	Declined	Blue	83.7%	Higher	161	98.1%	0.6	Maintained	Blue	84.4%	Higher
Students with Disabilities	9	*	*	75.2%	*	16	75.0%	--	--	--	72.7%	--	12	91.7%	16.7	Increased Significantly	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Vaughn Next Century Learning Center

Board District: 6 | Region: North | Location Code: 7452

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	2,738	529,902	5,837,690	2,629	516,685	5,806,221
F/R Meal	97.0%	80.6%	61.6%	94.9%	81.9%	62.7%
GATE	2.6%	11.6%	N/A	1.9%	13.0%	N/A
English Learner	25.4%	20.1%	18.4%	24.8%	18.6%	17.4%
Foster Youth	0.3%	0.6%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	4.6%	2.1%	3.6%	7.5%	2.7%	4.0%
Socioeconomically Disadvantaged	97.2%	81.3%	62.7%	95.1%	82.4%	63.6%
Students w/ Disabilities	9.1%	14.8%	13.7%	10.7%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.4%	7.3%	4.9%	0.5%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.3%	3.4%	9.9%	0.4%	3.3%	10.1%
Filipino	0.1%	1.7%	2.2%	0.2%	1.6%	2.2%
Latino	98.4%	73.8%	56.1%	98.2%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.6%	9.8%	20.3%	0.6%	9.7%	20.0%
Two or More Races	0.1%	2.0%	4.6%	0.1%	2.1%	4.8%
Not Reported	0.1%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

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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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	92	5.8%	17,921	7.3%	226,508	11.1%	122	8.2%	15,302	6.5%	211,186	10.6%	109	8.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	115	7.2%	17,295	7.1%	144,189	7.1%	115	7.8%	15,717	6.7%	136,188	6.8%	93	6.8%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	372	23.4%	60,457	24.7%	505,486	24.8%	340	23.0%	60,574	25.7%	519,651	26.0%	319	23.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	158	9.9%	18,850	7.7%	236,319	11.6%	119	8.0%	14,725	6.2%	207,768	10.4%	131	9.6%	13,775	6.2%	178,306	9.3%
EL Total	737	46.4%	114,523	46.8%	1,112,502	54.5%	696	47.0%	106,318	45.0%	1,074,793	53.8%	652	47.7%	95,959	43.3%	1,009,030	52.6%
RFEP	853	53.6%	130,377	53.2%	927,694	45.5%	785	53.0%	129,789	55.0%	924,422	46.2%	714	52.3%	125,465	56.7%	909,298	47.4%
Total Ever EL	1,590	100.0%	244,900	100.0%	2,040,196	100.0%	1,481	100.0%	236,107	100.0%	1,999,215	100.0%	1,366	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/filesltel.asp

Vaughn Next Century Learning Center

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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 Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	2,738			529,902			2,629			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	246	100%	9%	78,319	100%	14.8%	278	100%	10.6%	80,505	100%	15.6%
High Incidence	196	79.7%	7.2%	52,153	66.6%	9.8%	222	79.9%	8.4%	52,412	65.1%	10.1%
Low Incidence	50	20.3%	1.8%	26,162	33.4%	4.9%	56	20.1%	2.1%	28,084	34.9%	5.4%
Autism	42	17.1%	1.5%	18,713	23.9%	3.5%	51	18.3%	1.9%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	1	0.4%	0%	1,148	1.5%	0.2%	1	0.4%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	2	0.8%	0.1%	971	1.2%	0.2%	1	0.4%	0%	931	1.2%	0.2%
Intellectual Disability	5	2%	0.2%	3,393	4.3%	0.6%	3	1.1%	0.1%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	59	24%	2.2%	10,930	14%	2.1%	71	25.5%	2.7%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	63	25.6%	2.3%	29,615	37.8%	5.6%	77	27.7%	2.9%	29,368	36.5%	5.7%
Speech or Language Impairment	74	30.1%	2.7%	11,608	14.8%	2.2%	74	26.6%	2.8%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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)
VAUGHN NEXT CENTURY LEARNING CENTER
BOARD OF EDUCATION REPORT 094-25/26
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 3,220 students in grades TK-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 Vaughn Next Century Learning Center 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:

Blanca Alves-Monaster, Ed.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 27

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-095-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Vox Collegiate of Los Angeles [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Vox Collegiate of Los Angeles) Recommends approval of the renewal petition for Vox Collegiate of Los Angeles, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 525 students in grades 6-10 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Vox Collegiate of Los Angeles ("Charter School"), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 525 students in grades 6-10 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. Please see related Board Report No. 096-25/26.

Background:
Vox Collegiate of Los Angeles is a 6-10 span school currently serving 224 students on a private facility at 1100 W. Manchester Ave., Los Angeles, CA, 90044 in Board District 1 and Region South. Vox Collegiate of Los Angeles was originally approved by the LAUSD Board of Education on June 13, 2017. 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 Vox Collegiate of Los Angeles expires June 30, 2026.

On July 18, 2025, Vox Collegiate of Los Angeles 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 Vox Collegiate of Los Angeles 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. 095-25/26, 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 LAUSD Special Education Local Planning Area (SELPA) Option 2. Charter School's fair share contribution for special education will be 20% of the District's general fund contribution rate per Average Daily Attendance (ADA) for the first fiscal year of the charter petition period, which will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources. This formula will increase by 5% for each subsequent fiscal year of the charter petition period until the applicable percentage reaches 35%. For the remainder of the term of Charter School's charter, the rate will remain at 35% of the District's general fund contribution rate for each fiscal year. If Charter School is renewing its charter petition and has reached the 35% fair share contribution rate for special education, Charter School shall continue to contribute at the 35% rate for the full renewal period. If Charter School is renewing and has reached a fair share contribution rate that is less than 35%, Charter School's fair share contribution rate shall continue to increase by 5% per year from the prior year's rate until the applicable percentage reaches 35%. If Charter School does not spend its 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 by 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 - Vox Collegiate of Los Angeles 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/1FY9jYLOU8oeWtKYJ-7bOV5k07NhOvasn?usp=drive_link>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 095-25/26
October 14, 2025

School Name:	**Vox Collegiate of Los Angeles**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 16, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Vox Collegiate, Inc.**		
Location Code:	**7532**		
Type of Site(s):	**Private**		
Site Address(es):	**1100 W. Manchester Ave., Los Angeles, CA 90044**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**6-8***	Current Enrollment:	**224**
Grade Levels Authorized in Current Charter:	**6-10**	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 Vox Collegiate of Los Angeles ("Vox" or "Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 525 students in grades 6-10 in each year of the charter term.

* On June 13, 2017, Vox was initially authorized to serve grades 6-10. During the COVID-19 pandemic, Vox requested an amendment to postpone the rollout of its high school grades, and continued to serve grades 6-8, ultimately never rolling out grades 9 and 10. Please see Vox's concurrent Material Revision (BR # 096-25/26) requesting to reduce grade levels and enrollment capacity.

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

	Vox Collegiate of Los Angeles
Initial Authorization:	On June 13, 2017, Vox Collegiate of Los Angeles was authorized by the LAUSD Board of Education to serve 525 students in grades 6-10.
Most Recent Renewal	This is the charter school's first consideration for renewal. 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 Vox Collegiate of Los Angeles expires June 30, 2026.

	Vox Collegiate of Los Angeles
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on February 5, 2019, to amend admission preferences to meet SB 740 requirements.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Vox Collegiate of Los Angeles 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:	Vox Collegiate of Los Angeles submitted a request for a material revision for its current charter on July 18, 2025, to decrease grade levels from 6-10 to 6-8, and decrease enrollment capacity from 525 to 400. Please see related Board Report No. 096-25/26.
Master Plan for English Learners and Standard English Learners:	Vox Collegiate of Los Angeles implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Vox Collegiate of Los Angeles participates in LAUSD Special Education Local Plan Area (SELPA) Option 2.

B. Charter School Operator

Vox Collegiate of Los Angeles is operated by Vox Collegiate, Inc., a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Vox Collegiate of Los Angeles 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 Learner Progress Indicator (ELPI). The charter school provided two years of verified data demonstrating one year's progress for All Students, however the verified data was not disaggregated by student groups.

Please see the Vox Collegiate of Los Angeles 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.

Vox Collegiate of Los Angeles

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Very Low	Medium	Not Applicable	Very High	Not Applicable	Low
2022-2023	Yellow	Yellow	Green	Not Applicable	Yellow	Not Applicable	Blue
2023-2024	Yellow	Yellow	Orange	Not Applicable	Yellow	Not Applicable	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 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for all four numerically significant student groups. In 2023 and 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of four numerically significant student groups in 2023 and higher than the state for four of five in 2024.

Vox Collegiate of Los Angeles - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-59.2**	**Low**	**-12.2**	**Lower**
Black or African American	Met	Very Low	-83.7	Low	-57.7	Lower
Latino	Met	Low	-53.2	Low	-38.6	Lower
English Learner	Met	Very Low	-103.6	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-60.4	Low	-41.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles - 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**	**-32.5**	**26.6**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Yellow	-27.2	56.6	Orange	-59.6	Higher
Latino	Met	Yellow	-33.5	19.7	Orange	-40.2	Higher
English Learner	Met	Orange	-91.6	12.0	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Yellow	-34.3	26.1	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-20.4**	**12.2**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Green	2.9	30.0	Orange	-58.9	Higher
Latino	Met	Yellow	-24.8	8.7	Orange	-39.3	Higher
English Learner	Met	Orange	-71.1	20.5	Orange	-67.6	Lower
Long Term English Learner	Met	Orange	-93.9	12.6	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-23.1	11.2	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 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all four numerically significant student groups. In 2023 and 2024 in Math, 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 in 2023 and higher than the state for four of five in 2024.

Vox Collegiate of Los Angeles- Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-121.4**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-157.7	Very Low	-106.9	Lower
Latino	Met	Very Low	-112.7	Low	-83.4	Lower
English Learner	Met	Very Low	-155.0	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-125.1	Low	-84.0	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles - 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**	**Yellow**	**-67.9**	**53.6**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Yellow	-73.3	84.5	Red	-104.5	Higher
Latino	Met	Yellow	-66.7	45.9	Orange	-80.8	Higher
English Learner	Met	Orange	-120.6	34.4	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-69.5	55.6	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles - 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**	**Yellow**	**-59.9**	**7.9**	**Orange**	**-47.6**	**Lower**
Black or African American	Met	Yellow	-56.7	16.6	Red	-102.2	Higher
Latino	Met	Yellow	-60.5	6.2	Orange	-79.2	Higher
English Learner	Met	Orange	-107.7	12.9	Orange	-93.4	Lower
Long Term English Learner	Met	Red	-158.3	-22.4	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-62.4	7.1	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 English Learner and Long-term English Learner student groups' English Learner Progress Rates were higher that the state's rates.

Vox Collegiate of Los Angeles - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	54.3%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles - 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	59.6%	5.3%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles- English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	54.3%	-5.2%	Orange	45.7%	Higher
Long Term English Learner	Met	Yellow	62.5%	-7.5%	Orange	45.8%	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, 2023, and 2024, on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for all numerically significant student groups, but demonstrating overall declines.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022 and 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all four numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for four of five 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
Vox Collegiate of Los Angeles was selected for the 2024 California Distinguished Schools Program.

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 Vox Collegiate of Los Angeles outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was based on non-compliance with appropriate credentialing and assignment of certificated employees. The charter school provided response addressing the concern adjusting their procedures for credential review process. The CSD continues to monitor as a part of annual oversight.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the school's audit finding reported in its 2023-2024 independent audit report. See further details in the Fiscal Management and Performance section below.

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).)

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education 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. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of "growth events[1]" on the reports. In 2024-

[1] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

2025 Charter School had a norm enrollment of 224 students and the NWEA Reading report indicates that the school had 217 growth events; and the NWEA Math report had 216 growth events. Thus, the 2024-2025 assessment data appears to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA

Reading

Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grade 6, Grade 7, and Grade 8. Charter School did not provide student group reports for consideration as verified data.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 6, Grade 7, and Grade 8, met one year's progress.

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	55	**-0.2 to 0.2**	0.65	Met
Grade 7	78	**-0.2 to 0.2**	0.27	Met
Grade 8	84	**-0.2 to 0.2**	1.44	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for one of three Grade Levels. Charter school did not submit verified data for numerically significant student groups.

MATH

Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grade 6, Grade 7, and Grade 8. Charter School did not provide student group reports for consideration as verified data.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 6, Grade 7, and Grade 8, met one year's progress.

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	54	**-0.2 to 0.2**	2.28	Met
Grade 7	78	**-0.2 to 0.2**	2.81	Met
Grade 8	84	**-0.2 to 0.2**	4.26	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for all Grade Levels. Charter school did not submit verified data for numerically significant student groups.

Based on the review and consideration of verified data, Vox Collegiate of Los Angeles included two years of data for Grade 6, Grade 7, and Grade 8, in Reading and Math. In 2023-2024 and 2024-2025, Vox Collegiate of Los Angeles appears to have met the 95 percent participation rate based on norm enrollment compared to growth events in both ELA and Math.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Vox Collegiate of Los Angeles' fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$438,142	$509,839	$768,123	$1,169,311	$1,541,396
Net Income/Loss	$265,258	$71,697	$258,284	$401,188	$372,085
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	138	144	185	213	224

Vox stated that it plans to increase enrollment through various means, for example, increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. <u>2023-2024 Independent Audit Report</u>
Audit Opinion: Unmodified on the audit of the financial statements. However, the auditor issued a qualified opinion on internal controls over state compliance in regard to the Expanded Learning Opportunities Program (ELOP), identified as a material weakness.
Material Weaknesses: Yes. Please see the description below.
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

Vox's 2023-2024 annual independent audit report identified noncompliance with state program rules and regulations, specifically related to the ELOP. Vox provided corrective actions with specific steps to address this audit finding, including communication and outreach, as well as staffing and program development. The CSD will continue to monitor this issue through oversight, including a review of Vox's 2024-2025 independent audit report to assess the status of the implementation of Charter School's corrective actions.

c. <u>Other Significant Fiscal Information</u>
Not applicable

ATTACHMENT B

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023							Dashboard 2024						
Student Group	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%	146	-59.2	Low	-12.2	Lower	100%	179	-32.5	26.6	Increased Significantly	Yellow	-13.6	Lower	100%	210	-20.4	12.2	Increased	Yellow	-13.2	Lower
African American/Black	100%	31	-83.7	Very Low	-57.7	Lower	100%	32	-27.2	56.6	Increased Significantly	Yellow	-59.6	Higher	100%	34	2.9	30.0	Increased Significantly	Green	-58.9	Higher
English Learner	98%	56	-103.6	Very Low	-61.2	Lower	100%	64	-91.6	12.0	Increased	Orange	-67.7	Lower	100%	80	-71.1	20.5	Increased Significantly	Orange	-67.6	Lower
Latino	99%	114	-53.2	Low	-38.6	Lower	100%	146	-33.5	19.7	Increased Significantly	Yellow	-40.2	Higher	100%	176	-24.8	8.7	Increased	Yellow	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	32	-93.9	12.6	Increased	Orange	-109.6	Higher
Socioeconomically Disadvantaged	99%	128	-60.4	Low	-41.4	Lower	100%	174	-34.3	26.1	Increased Significantly	Yellow	-42.6	Higher	100%	200	-23.1	11.2	Increased	Yellow	-40.9	Higher
Students with Disabilities	100%	18	-132.6	Very Low	-97.3	--	100%	16	-132.9	-0.3	Maintained	--	-96.3	--	100%	19	-124.2	8.7	Increased	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	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%	146	-121.4	Very Low	-51.7	Lower	100%	179	-67.9	53.6	Increased Significantly	Yellow	-49.1	Lower	100%	210	-59.9	7.9	Increased	Yellow	-47.6	Lower
African American/Black	100%	31	-157.7	Very Low	-106.9	Lower	100%	32	-73.3	84.5	Increased Significantly	Yellow	-104.5	Higher	100%	34	-56.7	16.6	Increased Significantly	Yellow	-102.2	Higher
English Learner	97%	56	-155.0	Very Low	-92.0	Lower	100%	64	-120.6	34.4	Increased Significantly	Orange	-93.4	Lower	99%	80	-107.7	12.9	Increased	Orange	-93.4	Lower
Latino	98%	114	-112.7	Very Low	-83.4	Lower	100%	146	-66.7	45.9	Increased Significantly	Yellow	-80.8	Higher	99%	176	-60.5	6.2	Increased	Yellow	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	32	-158.3	-22.4	Declined Significantly	Red	-163.5	Higher
Socioeconomically Disadvantaged	98%	128	-125.1	Very Low	-84.0	Lower	100%	174	-69.5	55.6	Increased Significantly	Yellow	-80.8	Higher	100%	200	-62.4	7.1	Increased	Yellow	-78.2	Higher
Students with Disabilities	100%	18	-231.2	Very Low	-130.8	--	100%	16	-158.1	73.0	Increased Significantly	--	-127.3	--	100%	19	-158.4	-0.3	Maintained	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

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	35	54.3%	Medium	50.3%	Higher	47	59.6%	5.3	Increased	Green	48.7%	Higher	46	54.3%	-5.2	Declined	Orange	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	32	62.5%	-7.5	Declined	Yellow	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	54.3%	0%	25.7%	20.0%	47.5%	2.8%	31.4%	18.3%
2023	EL	59.6%	0%	21.3%	19.1%	45.7%	2.3%	32.2%	18.3%
2024	EL	54.3%	0%	34.8%	10.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	62.5%	0%	21.9%	15.6%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	40	42	95.2%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	50	51	98.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	27	27	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	48	48	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	22	22	100.0%	Y	182,603	190,459	95.9%	Y

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	156	55.1%	Very High	30.0%	Higher	191	41.9%	-13.2	Declined Significantly	Yellow	24.3%	Higher	217	28.6%	-13.3	Declined Significantly	Yellow	18.6%	Higher
African American/Black	35	71.4%	Very High	42.9%	Higher	34	61.8%	-9.7	Declined	Orange	36.4%	Higher	36	38.9%	-22.9	Declined	Orange	31.3%	Higher
English Learner	42	54.8%	Very High	33.6%	Higher	53	41.5%	-13.3	Declined	Orange	26.3%	Higher	49	30.6%	-10.9	Declined	Orange	20.1%	Higher
Latino	120	50.0%	Very High	35.8%	Higher	156	37.8%	-12.2	Declined Significantly	Yellow	28.4%	Higher	181	26.5%	-11.3	Declined Significantly	Yellow	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	32	40.6%	-15.3	Declined	Orange	23.9%	Higher
Socioeconomically Disadvantaged	138	51.4%	Very High	37.4%	Higher	185	41.6%	-9.8	Declined Significantly	Yellow	29.9%	Higher	207	29.5%	-12.2	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	20	70.0%	Very High	39.6%	--	17	47.1%	-22.9	Declined	--	33.1%	--	19	52.6%	5.6	Increased	--	26.3%	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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	160	0.6%	Low	3.1%	Lower	194	0.5%	-0.1	Maintained	Blue	3.5%	Lower	222	1.8%	1.3	Increased	Yellow	3.2%	Lower
African American/Black	36	2.8%	Medium	7.9%	Lower	34	0.0%	-2.8	Declined	Blue	8.8%	Lower	38	0.0%	0.0	Maintained	Blue	8.4%	Lower
English Learner	44	0.0%	Very Low	3.2%	Lower	55	0.0%	0.0	Maintained	Blue	3.7%	Lower	49	6.1%	6.1	Increased	Orange	3.4%	Higher
Foster Youth	13	0.0%	Very Low	12.4%	--	4	*	*	*	*	13.6%	*	2	*	*	*	*	13.2%	*
Latino	123	0.0%	Very Low	3.3%	Lower	159	0.6%	0.6	Increased	Yellow	3.8%	Lower	184	2.2%	1.5	Increased	Orange	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	32	6.3%	6.3	Increased	Orange	8.1%	Lower
Socioeconomically Disadvantaged	141	0.7%	Low	4.0%	Lower	187	0.5%	-0.2	Maintained	Blue	4.5%	Lower	212	1.9%	1.4	Increased	Yellow	4.0%	Lower
Students with Disabilities	22	0.0%	Very Low	5.4%	--	18	0.0%	0.0	Maintained	--	5.9%	--	19	0.0%	0.0	Maintained	--	5.4%	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	216	529,902	5,837,690	224	516,685	5,806,221
F/R Meal	93.5%	80.6%	61.6%	77.2%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	22.7%	20.1%	18.4%	21.0%	18.6%	17.4%
Foster Youth	0.9%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.9%	2.7%	4.0%
Socioeconomically Disadvantaged	94.9%	81.3%	62.7%	86.6%	82.4%	63.6%
Students w/ Disabilities	8.3%	14.8%	13.7%	10.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	16.2%	7.3%	4.9%	16.1%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.4%	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	83.8%	73.8%	56.1%	83.0%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	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	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	26	22.4%	17,921	7.3%	226,508	11.1%	22	15.9%	15,302	6.5%	211,186	10.6%	18	12.9%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	4	3.4%	17,295	7.1%	144,189	7.1%	9	6.5%	15,717	6.7%	136,188	6.8%	1	0.7%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	2	1.7%	60,457	24.7%	505,486	24.8%	3	2.2%	60,574	25.7%	519,651	26.0%	8	5.7%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	17	14.7%	18,850	7.7%	236,319	11.6%	15	10.9%	14,725	6.2%	207,768	10.4%	20	14.3%	13,775	6.2%	178,306	9.3%
EL Total	49	42.2%	114,523	46.8%	1,112,502	54.5%	49	35.5%	106,318	45.0%	1,074,793	53.8%	47	33.6%	95,959	43.3%	1,009,030	52.6%
RFEP	67	57.8%	130,377	53.2%	927,694	45.5%	89	64.5%	129,789	55.0%	924,422	46.2%	93	66.4%	125,465	56.7%	909,298	47.4%
Total Ever EL	116	100.0%	244,900	100.0%	2,040,196	100.0%	138	100.0%	236,107	100.0%	1,999,215	100.0%	140	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/filesltel.asp

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	216			529,902			224			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	18	100%	8.3%	78,319	100%	14.8%	23	100%	10.3%	80,505	100%	15.6%
High Incidence	17	94.4%	7.9%	52,153	66.6%	9.8%	20	87%	8.9%	52,412	65.1%	10.1%
Low Incidence	1	5.6%	0.5%	26,162	33.4%	4.9%	3	13%	1.3%	28,084	34.9%	5.4%
Autism	0	0%	0%	18,713	23.9%	3.5%	1	4.3%	0.4%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	1	4.3%	0.4%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	5.6%	0.5%	971	1.2%	0.2%	1	4.3%	0.4%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	2	11.1%	0.9%	10,930	14%	2.1%	4	17.4%	1.8%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	14	77.8%	6.5%	29,615	37.8%	5.6%	14	60.9%	6.3%	29,368	36.5%	5.7%
Speech or Language Impairment	1	5.6%	0.5%	11,608	14.8%	2.2%	2	8.7%	0.9%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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)
VOX COLLEGIATE OF LOS ANGELES
BOARD OF EDUCATION REPORT 095-25/26
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 6-10 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 Vox Collegiate of Los Angeles 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:

ELIAS JUAREZ
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 28

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-096-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

Approval of the Proposed Material Revision for Vox Collegiate of Los Angeles
Charter Schools Division

Brief Description:
(Approval of the Proposed Material Revision for Vox Collegiate of Los Angeles) Recommends approval of the material revision for Vox Collegiate of Los Angeles to decrease grade levels and reduce enrollment capacity, currently located in Board District 1 and Region South.

Action Proposed:
Approve the material revision of the charter for Vox Collegiate of Los Angeles ("Charter School"), to decrease grade levels from 6-10 to 6-8, and reduce enrollment capacity from 525 to 400 students, beginning with the 2026-2027 school year.

Background:
Vox Collegiate of Los Angeles is a 6-10 span school currently serving 224 students on a private facility at 1100 W. Manchester Ave, Los Angeles, CA, 90044 in Board District 1 and Region South. Vox Collegiate of Los Angeles was approved by the LAUSD Board of Education on June 13, 2017.

On July 18, 2025, the Charter Schools Division commenced processing of Vox Collegiate of Los Angeles complete material revision. Vox Collegiate of Los Angeles seeks to revise its current charter, which expires June 30, 2026.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends approval of the material revision of the charter.

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, and 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 material revision of the charter, Charter School would continue to operate as a charter school for the remainder of the charter term, and to operate, as amended, commencing in 2026-2027.

"No" - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board's action and direction.

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 LAUSD Special Education Local Planning Area (SELPA) Option 2. Charter School's fair share contribution for special education will be 20% of the District's general fund contribution rate per Average Daily Attendance (ADA) for the first fiscal year of the charter petition period, which will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources. This formula will increase by 5% for each subsequent fiscal year of the charter petition period until the applicable percentage reaches 35%. For the remainder of the term of Charter School's charter, the rate will remain at 35% of the District's general fund contribution rate for each fiscal year. If Charter School is renewing its charter petition and has reached the 35% fair share contribution rate for special education, Charter School shall continue to contribute at the 35% rate for the full renewal period. If Charter School is renewing and has reached a fair share contribution rate that is less than 35%, Charter School's fair share contribution rate shall continue to increase by 5% per year from the prior year's rate until the applicable percentage reaches 35%. If Charter School does not spend its 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 by 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 request for material revision of the charter and its record of performance, staff has determined that Charter School has met the requirements for approval of the material revision.

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 as 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 - Vox Collegiate of Los Angeles Data Set
Attachment C - Material Revision
Attachment D - Desegregation Impact Statement

Budget, Petition and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1_DmDwr-cILhpInaa9p0STCyljc7x0r8z?usp=drive_link>

Submitted:
09/18/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 096-25/26
October 14, 2025

School Name:	**Vox Collegiate of Los Angeles**		
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Vox Collegiate, Inc.**		
Location Code:	**7532**		
Type of Site(s):	**Private**		
Site Address(es):	**1100 W. Manchester Ave., Los Angeles, CA 90044**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**6-8**	Current Enrollment:	**224**
Grade Levels Authorized in Current Charter:	**6-10 (see proposed change in "Action Proposed" below)**	Approved Enrollment in Current Charter:	**400 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Material Revision to decrease grade levels and reduce enrollment capacity**		
CDE PERFORMANCE LEVEL: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
CURRENT CHARTER TERM	**2018-2026**		
STAFF RECOMMENDATION:	**Approval**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the proposed material revision of the charter for Vox Collegiate of Los Angeles ("Vox" or "Charter School"), a 6-10 school located in Board District 1 and Region South, to decrease grade levels from 6-10 to 6-8, and reduce enrollment capacity from 525 to 400 students, beginning with the 2026-2027 school year.

Vox Collegiate Inc., the California nonprofit public benefit corporation that holds the charter, is proposing to amend Vox Collegiate of Los Angeles' charter to decrease grade levels and reduce enrollment capacity in order to consolidate and focus resources to better meet student needs.

II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive review of the material revision

application, staff has determined that the charter school has met the standards and criteria for approval [described in Education Code section 47605] or were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, 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?
  These criteria have been determined not to be bases for denial.

- 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.

- Is the charter school demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)
  This criterion has been determined not to be a basis for denial.

- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)
  This criterion has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. Charter Details

	Vox Collegiate of Los Angeles
Initial Authorization:	On June 13, 2017, Vox Collegiate of Los Angeles was authorized by the LAUSD Board of Education to serve 525 students in grades 6-10.
Most Recent Renewal	Not applicable
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on February 5, 2019, to amend admission preferences to meet SB 740 requirements.
Board Benchmarks in Current Charter Term:	Not applicable
Material Revision Application:	The processing of Vox Collegiate of Los Angeles's complete material revision application commenced on July 18, 2025. Pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the 120-day timeline (for presenting the material revision once processing commences) runs through November 27, 2025.
Master Plan for English Learners and Standard English Learners:	Vox Collegiate of Los Angeles implements its own Master Plan for English Learners and Standard English Learners.

	Vox Collegiate of Los Angeles
Special Education SELPA	Vox Collegiate of Los Angeles participates in LAUSD Special Education Local Plan Area (SELPA) Option 2.

B. Charter School Operator

Vox Collegiate of Los Angeles is operated by Vox Collegiate, Inc., a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Vox Collegiate of Los Angeles has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance below.

Please see the Vox Collegiate of Los Angeles Data Set.

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.

Vox Collegiate of Los Angeles

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Very Low	Medium	Not Applicable	Very High	Not Applicable	Low
2022-2023	Yellow	Yellow	Green	Not Applicable	Yellow	Not Applicable	Blue
2023-2024	Yellow	Yellow	Orange	Not Applicable	Yellow	Not Applicable	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 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for all four numerically significant student groups. In 2023 and 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of four numerically significant student groups in 2023 and higher than the state for four of five in 2024.

Vox Collegiate of Los Angeles - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-59.2**	**Low**	**-12.2**	**Lower**

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
Black or African American	Met	Very Low	-83.7	Low	-57.7	Lower
Latino	Met	Low	-53.2	Low	-38.6	Lower
English Learner	Met	Very Low	-103.6	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-60.4	Low	-41.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles - 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**	**-20.4**	**12.2**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Green	2.9	30.0	Orange	-58.9	Higher
Latino	Met	Yellow	-24.8	8.7	Orange	-39.3	Higher
English Learner	Met	Orange	-71.1	20.5	Orange	-67.6	Lower
Long Term English Learner	Met	Orange	-93.9	12.6	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-23.1	11.2	Orange	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-20.4**	**12.2**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Green	2.9	30.0	Orange	-58.9	Higher
Latino	Met	Yellow	-24.8	8.7	Orange	-39.3	Higher
English Learner	Met	Orange	-71.1	20.5	Orange	-67.6	Lower
Long Term English Learner	Met	Orange	-93.9	12.6	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-23.1	11.2	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 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for four of four numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for three of four student groups. In 2024 in Math, the charter school's DFS was

lower than the state for All Students, and higher than the state for four of five student groups.

Vox Collegiate of Los Angeles - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-121.4**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-157.7	Very Low	-106.9	Lower
Latino	Met	Very Low	-112.7	Low	-83.4	Lower
English Learner	Met	Very Low	-155.0	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-125.1	Low	-84.0	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles - 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**	**Yellow**	**-67.9**	**53.6**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Yellow	-73.3	84.5	Red	-104.5	Higher
Latino	Met	Yellow	-66.7	45.9	Orange	-80.8	Higher
English Learner	Met	Orange	-120.6	34.4	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-69.5	55.6	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles - 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**	**Yellow**	**-59.9**	**7.9**	**Orange**	**-47.6**	**Lower**
Black or African American	Met	Yellow	-56.7	16.6	Red	-102.2	Higher
Latino	Met	Yellow	-60.5	6.2	Orange	-79.2	Higher
English Learner	Met	Orange	-107.7	12.9	Orange	-93.4	Lower
Long Term English Learner	Met	Red	-158.3	-22.4	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-62.4	7.1	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 than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Green was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups was higher than the state's rates, respectively.

Vox Collegiate of Los Angeles - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	54.3%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles - 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	59.6%	5.3%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vox Collegiate of Los Angeles- English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	54.3%	-5.2%	Orange	45.7%	Higher
Long Term English Learner	Met	Yellow	62.5%	-7.5%	Orange	45.8%	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, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for All numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022 and 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all four numerically significant student groups. In 2024, the charters school's percentage of students suspended at least once was lower

than the state for All Students, and lower for four of five 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
Vox Collegiate of Los Angeles was selected for the 2024 California Distinguished Schools Program.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT 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 Vox Collegiate of Los Angeles outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was based on non-compliance with appropriate credentialing and assignment of certificated employees. The charter school provided response addressing the concern adjusting their procedures for credential review process. The CSD continues to monitor as a part of annual oversight.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the school's audit finding reported in its 2023-2024 independent audit report. See further details in the Fiscal Management and Performance section below.

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Vox Collegiate of Los Angeles' fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	$438,142	$509,839	$768,123	$1,169,311	$1,541,396
Net Income/Loss	$265,258	$71,697	$258,284	$401,188	$372,085
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	138	144	185	213	224

Vox reported 224 Norm Enrollment for Fiscal Year 2024-2025. Vox proposes, through this material revision request, to decrease its enrollment capacity to 400 beginning with the 2026-2027 school year. See **Section I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified on the audit of the financial statements. However, the auditor issued a qualified opinion on internal controls over state compliance in regard to the Expanded Learning Opportunities Program (ELOP), identified as a material weakness.
Material Weaknesses: Yes. Please see the description below.
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

Vox's 2023-2024 annual independent audit report identified noncompliance with state program rules and regulations, specifically related to the ELOP. Vox provided corrective actions with specific steps to address this audit finding, including communication and outreach, as well as staffing and program development. The CSD will continue to monitor this issue through oversight, including a review of Vox's 2024-2025 independent audit report to assess the status of the implementation of Charter School's corrective actions.

c. Other Significant Fiscal Information

Not applicable

ATTACHMENT B

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023							Dashboard 2024						
Student Group	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%	146	-59.2	Low	-12.2	Lower	100%	179	-32.5	26.6	Increased Significantly	Yellow	-13.6	Lower	100%	210	-20.4	12.2	Increased	Yellow	-13.2	Lower
African American/Black	100%	31	-83.7	Very Low	-57.7	Lower	100%	32	-27.2	56.6	Increased Significantly	Yellow	-59.6	Higher	100%	34	2.9	30.0	Increased Significantly	Green	-58.9	Higher
English Learner	98%	56	-103.6	Very Low	-61.2	Lower	100%	64	-91.6	12.0	Increased	Orange	-67.7	Lower	100%	80	-71.1	20.5	Increased Significantly	Orange	-67.6	Lower
Latino	99%	114	-53.2	Low	-38.6	Lower	100%	146	-33.5	19.7	Increased Significantly	Yellow	-40.2	Higher	100%	176	-24.8	8.7	Increased	Yellow	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	32	-93.9	12.6	Increased	Orange	-109.6	Higher
Socioeconomically Disadvantaged	99%	128	-60.4	Low	-41.4	Lower	100%	174	-34.3	26.1	Increased Significantly	Yellow	-42.6	Higher	100%	200	-23.1	11.2	Increased	Yellow	-40.9	Higher
Students with Disabilities	100%	18	-132.6	Very Low	-97.3	--	100%	16	-132.9	-0.3	Maintained	--	-96.3	--	100%	19	-124.2	8.7	Increased	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	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%	146	-121.4	Very Low	-51.7	Lower	100%	179	-67.9	53.6	Increased Significantly	Yellow	-49.1	Lower	100%	210	-59.9	7.9	Increased	Yellow	-47.6	Lower
African American/Black	100%	31	-157.7	Very Low	-106.9	Lower	100%	32	-73.3	84.5	Increased Significantly	Yellow	-104.5	Higher	100%	34	-56.7	16.6	Increased Significantly	Yellow	-102.2	Higher
English Learner	97%	56	-155.0	Very Low	-92.0	Lower	100%	64	-120.6	34.4	Increased Significantly	Orange	-93.4	Lower	99%	80	-107.7	12.9	Increased	Orange	-93.4	Lower
Latino	98%	114	-112.7	Very Low	-83.4	Lower	100%	146	-66.7	45.9	Increased Significantly	Yellow	-80.8	Higher	99%	176	-60.5	6.2	Increased	Yellow	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	32	-158.3	-22.4	Declined Significantly	Red	-163.5	Higher
Socioeconomically Disadvantaged	98%	128	-125.1	Very Low	-84.0	Lower	100%	174	-69.5	55.6	Increased Significantly	Yellow	-80.8	Higher	100%	200	-62.4	7.1	Increased	Yellow	-78.2	Higher
Students with Disabilities	100%	18	-231.2	Very Low	-130.8	--	100%	16	-158.1	73.0	Increased Significantly	--	-127.3	--	100%	19	-158.4	-0.3	Maintained	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

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	35	54.3%	Medium	50.3%	Higher	47	59.6%	5.3	Increased	Green	48.7%	Higher	46	54.3%	-5.2	Declined	Orange	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	32	62.5%	-7.5	Declined	Yellow	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	54.3%	0%	25.7%	20.0%	47.5%	2.8%	31.4%	18.3%
2023	EL	59.6%	0%	21.3%	19.1%	45.7%	2.3%	32.2%	18.3%
2024	EL	54.3%	0%	34.8%	10.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	62.5%	0%	21.9%	15.6%	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 Alternative 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	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	40	42	95.2%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	50	51	98.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	27	27	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	48	48	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	22	22	100.0%	Y	182,603	190,459	95.9%	Y

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	156	55.1%	Very High	30.0%	Higher	191	41.9%	-13.2	Declined Significantly	Yellow	24.3%	Higher	217	28.6%	-13.3	Declined Significantly	Yellow	18.6%	Higher
African American/Black	35	71.4%	Very High	42.9%	Higher	34	61.8%	-9.7	Declined	Orange	36.4%	Higher	36	38.9%	-22.9	Declined	Orange	31.3%	Higher
English Learner	42	54.8%	Very High	33.6%	Higher	53	41.5%	-13.3	Declined	Orange	26.3%	Higher	49	30.6%	-10.9	Declined	Orange	20.1%	Higher
Latino	120	50.0%	Very High	35.8%	Higher	156	37.8%	-12.2	Declined Significantly	Yellow	28.4%	Higher	181	26.5%	-11.3	Declined Significantly	Yellow	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	32	40.6%	-15.3	Declined	Orange	23.9%	Higher
Socioeconomically Disadvantaged	138	51.4%	Very High	37.4%	Higher	185	41.6%	-9.8	Declined Significantly	Yellow	29.9%	Higher	207	29.5%	-12.2	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	20	70.0%	Very High	39.6%	--	17	47.1%	-22.9	Declined	--	33.1%	--	19	52.6%	5.6	Increased	--	26.3%	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	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	160	0.6%	Low	3.1%	Lower	194	0.5%	-0.1	Maintained	Blue	3.5%	Lower	222	1.8%	1.3	Increased	Yellow	3.2%	Lower
African American/Black	36	2.8%	Medium	7.9%	Lower	34	0.0%	-2.8	Declined	Blue	8.8%	Lower	38	0.0%	0.0	Maintained	Blue	8.4%	Lower
English Learner	44	0.0%	Very Low	3.2%	Lower	55	0.0%	0.0	Maintained	Blue	3.7%	Lower	49	6.1%	6.1	Increased	Orange	3.4%	Higher
Foster Youth	13	0.0%	Very Low	12.4%	--	4	*	*	*	*	13.6%	*	2	*	*	*	*	13.2%	*
Latino	123	0.0%	Very Low	3.3%	Lower	159	0.6%	0.6	Increased	Yellow	3.8%	Lower	184	2.2%	1.5	Increased	Orange	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	32	6.3%	6.3	Increased	Orange	8.1%	Lower
Socioeconomically Disadvantaged	141	0.7%	Low	4.0%	Lower	187	0.5%	-0.2	Maintained	Blue	4.5%	Lower	212	1.9%	1.4	Increased	Yellow	4.0%	Lower
Students with Disabilities	22	0.0%	Very Low	5.4%	--	18	0.0%	0.0	Maintained	--	5.9%	--	19	0.0%	0.0	Maintained	--	5.4%	--

Data Sources: California School Dashboard Research data files.

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	216	529,902	5,837,690	224	516,685	5,806,221
F/R Meal	93.5%	80.6%	61.6%	77.2%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	22.7%	20.1%	18.4%	21.0%	18.6%	17.4%
Foster Youth	0.9%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.9%	2.7%	4.0%
Socioeconomically Disadvantaged	94.9%	81.3%	62.7%	86.6%	82.4%	63.6%
Students w/ Disabilities	8.3%	14.8%	13.7%	10.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	16.2%	7.3%	4.9%	16.1%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.4%	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	83.8%	73.8%	56.1%	83.0%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	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	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	26	22.4%	17,921	7.3%	226,508	11.1%	22	15.9%	15,302	6.5%	211,186	10.6%	18	12.9%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	4	3.4%	17,295	7.1%	144,189	7.1%	9	6.5%	15,717	6.7%	136,188	6.8%	1	0.7%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	2	1.7%	60,457	24.7%	505,486	24.8%	3	2.2%	60,574	25.7%	519,651	26.0%	8	5.7%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	17	14.7%	18,850	7.7%	236,319	11.6%	15	10.9%	14,725	6.2%	207,768	10.4%	20	14.3%	13,775	6.2%	178,306	9.3%
EL Total	49	42.2%	114,523	46.8%	1,112,502	54.5%	49	35.5%	106,318	45.0%	1,074,793	53.8%	47	33.6%	95,959	43.3%	1,009,030	52.6%
RFEP	67	57.8%	130,377	53.2%	927,694	45.5%	89	64.5%	129,789	55.0%	924,422	46.2%	93	66.4%	125,465	56.7%	909,298	47.4%
Total Ever EL	116	100.0%	244,900	100.0%	2,040,196	100.0%	138	100.0%	236,107	100.0%	1,999,215	100.0%	140	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/filesltel.asp

Vox Collegiate of Los Angeles

Board District: 1 | Region: South | Location Code: 7532

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	216			529,902			224			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	18	100%	8.3%	78,319	100%	14.8%	23	100%	10.3%	80,505	100%	15.6%
High Incidence	17	94.4%	7.9%	52,153	66.6%	9.8%	20	87%	8.9%	52,412	65.1%	10.1%
Low Incidence	1	5.6%	0.5%	26,162	33.4%	4.9%	3	13%	1.3%	28,084	34.9%	5.4%
Autism	0	0%	0%	18,713	23.9%	3.5%	1	4.3%	0.4%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	1	4.3%	0.4%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	5.6%	0.5%	971	1.2%	0.2%	1	4.3%	0.4%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	2	11.1%	0.9%	10,930	14%	2.1%	4	17.4%	1.8%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	14	77.8%	6.5%	29,615	37.8%	5.6%	14	60.9%	6.3%	29,368	36.5%	5.7%
Speech or Language Impairment	1	5.6%	0.5%	11,608	14.8%	2.2%	2	8.7%	0.9%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	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

MATERIAL REVISION TO CHARTER OF VOX COLLEGIATE OF LOS ANGELES

This Material Revision to the Charter of Vox Collegiate of Los Angeles ("Material Revision") is made between the Los Angeles Unified School District ("District" or "LAUSD"), a California public school district, and Vox Collegiate Inc., a California non-profit public benefit corporation, operating a California public charter school known as Vox Collegiate of Los Angeles ("Charter School" and/or "VCLA"). District and Vox Collegiate Inc. are also referred to collectively as "Parties."

This Material Revision is to be read in conjunction with and shall expressly revise the charter of VCLA which was originally authorized by the LAUSD Board of Education ("Board of Education") on June 13, 2017, for a five-year term, from 2018 to 2023 ("Charter") and was set to expire on June 30, 2023. However, Education Code section 47607.4 provides that 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 Charter School expires on June 30, 2026.

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting in the 2026-2027 academic school year. This Material Revision is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, the District's Charter Schools Division ("CSD") must determine whether the Charter, as materially revised, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented;

D. **WHEREAS**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

E. **WHEREAS**, as set forth in the Charter, the Charter School is currently approved to serve 525 students in grades 6 to 10. On August 25, 2021, the Charter was amended to reflect that Charter School would postpone its enrollment roll-out for students in grades 9 and 10 until at the time of its next renewal;

F. **WHEREAS**, the Charter School's governing board convened a meeting on July 14, 2025 during which it adopted a resolution ("Resolution") proposing to materially revise the Charter to reflect that the Charter School will "serve only students in middle school, grades 6-8, beginning with the 2026-27 school year, with no plans to expand to the high school grade levels" and "to lower its enrollment capacity from 525 to 400 students". The Resolution is attached herewith as **Attachment A** and part of this Material Revision;

G. **WHEREAS,** based on correspondence submitted to the District on or about July 18, 2025 ("July 2025 Correspondence") in support of the Material Revision, the Charter School explained that "the rationale for the requested change is to consolidate and focus resources to better meet student needs.". The July 2025 Correspondence is attached herewith as **Attachment B** and part of this Material Revision;

H. **WHEREAS**, the District considers a charter school's reduction of grades or grades levels served and change to its enrollment capacity as constituting a material revision pursuant to California law and *LAUSD Policy and Procedures for Charter Schools* ("LAUSD Policy"); and

I. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws;

NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.

2. **Grades Served and Enrollment Capacity**: The Charter shall be revised to reflect that the Charter School serves students in grades **6 to 8**, and the enrollment capacity is **400** students.

3. **Element 1 – The Educational Program**: All references and related representations in the Charter to the high school program (grades 9-12), including references to graduation requirements, daily schedules, courses offered, etc., shall be deleted.

4. The Charter School warrants that it is operated by a non-profit corporation in good standing in the State of California.

5. All other provisions set forth in the Charter shall remain in effect and enforceable.

6. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

7. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

8. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: _____ VOX COLLEGIATE INC.

By: _____

Title: _____
Authorized Representative of Vox Collegiate Inc.

DATED: _____ LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Title: _____
Authorized Representative of Los Angeles Unified School District

Attachments:

A. Vox Collegiate Inc. Board Resolution.
B. Vox Collegiate Inc. July 2025 Correspondence.

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
VOX COLLEGIATE OF LOS ANGELES
BOARD OF EDUCATION REPORT 096-25/26
October 14,2025

I. Category of Proposed Action:
The proposed action would amend the charter for Vox Collegiate of Los Angeles ("Charter School"), located in Board District 1 and Region S, to decrease grade levels from 6-10 to 6-8 and reduce enrollment capacity from 525 to 400 students, beginning with the 2026-2027 school year.

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 request for material revision would amend the charter to decrease grade levels from 6-10 to 6-8 and reduce enrollment capacity from 525 to 400 students, beginning with the 2026-2027 school year.

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:

ELIAS JUAREZ
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

ATTACHMENT B

est 2018
VOX COLLEGIATE
YOUR VOICE IS POWER

July 18, 2025

Via Email
marla.willmott@lausd.net

Marla Willmott, Interim Director
Charter Schools Division
Los Angeles Unified School District
333 S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

RE: Request for Material Revision of Vox Collegiate of Los Angeles Charter Petition

Dear Director Willmott,

On behalf of Vox Collegiate of Los Angeles ("Vox Collegiate" or the "Charter School"), I am writing to respectfully submit a request to materially revise the Vox Collegiate charter petition. A Board Resolution authorizing submission of the material revision is included as Attachment A.

The **nature and scope of the change** associated with this material revision is to reduce the grade levels that the Charter School is authorized to serve, to middle school only, grades 6-8, beginning with the 2026-27 school year. The other requested change is to decrease the Charter School's enrollment capacity from 525 to 400 students.

The Charter School seeks to consolidate and focus resources to better meet student needs.

The request is **educationally sound.** The Charter School has operated successfully for seven full school years, with clean financial audits, strong Oversight Reports, and demonstrated academic growth year-to-year. In addition, the Charter School earned the 2024 California Distinguished School award by demonstrating outstanding student academic achievement and significant progress in closing opportunity gaps, as measured by sustained growth on the California School Dashboard indicators—including strong performance in English Language Arts, Math, and chronic absenteeism reduction—while implementing targeted interventions that support historically underserved students. We believe reducing the grade levels served will help Vox Collegiate students excel on state assessments and be prepared for a rigorous high school program. An updated budget is attached as Attachment B.

est. 2018
VOX COLLEGIATE
YOUR VOICE IS POWER

The **clear identification and description of each addition and change to the charter petition** will consist of the following:

- Page 1: General Information Table

GENERAL INFORMATION	
The contact person for Charter School is:	Dr. Jasmine Banks
The contact address for Charter School is:	1100 W. Manchester Ave, Los Angeles, 90044
The contact phone number for Charter School is:	323-570-2915
The proposed address or target community of Charter School is:	1100 W. Manchester Ave, Los Angeles, 90044
This location is in LAUSD Board District:	1
This location is in LAUSD Educational Service Center:	South
The grade configuration of Charter School is:	Grades 6-~~10~~8
The number of students in the first year will be:	252
The grade level(s) of the students in the first year will be:	6-8
The scheduled opening date of Charter School is:	August 10, 2026
The enrollment capacity is: **(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).**	~~525~~ 400 for grades 6-~~10~~8. ~~Upon charter renewal, grades 11 and 12 will be added, increasing enrollment capacity to 735.~~
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional single-track
The bell schedule for Charter School will be:	9:00 a.m. – 4:00 p.m.
The term of this charter shall be from:	July 1, 2026 – June 30, 2031

- Element 1 and Throughout the Charter:

The charter shall be revised throughout, to remove all references to serving students in grade 9 and above.

* * *

The Charter School looks forward to working with your office to efficiently and timely process this request. Should you have any questions, please do not hesitate to contact me at jbanks@voxcollegiate.org or 323.570.2915.

Sincerely,

Dr. Jasmine Banks, Head of School

Enclosures

TAB 29

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Res-006-25/26, **Version:** 2 **Agenda Date:** 10/14/2025
In Control: Board of Education

Mr. Schmerelson, Dr. Rivas, Ms. Newbill - Workplace Readiness Week in California High Schools (Res-006-25/26) (Noticed September 16, 2025)

Whereas, In the State of California, residents aged 16-24 comprise 12% of California's working population with 72% of young workers identifying as people of color, 64% earning low wages, and half still attending school;

Whereas, The Fair Labor Standards Act of 1938 (FLSA) was signed into law, which ensured young workers' rights to safe environments and to pursuit educational opportunities, even as states around the nation have passed laws to weaken this regulation since 2022;

Whereas, According to the U.S. Labor Department Wage and Hour Division, minors employed in violation of child labor laws increased between 2015 and 2022 over threefold, from 1,012 to 3,876 cases;

Whereas, In 2020, the rate of work-related injuries treated in emergency departments for workers, ages 15-24, was 1.5 times greater than the rate for workers 25 years of age and older;

Whereas, Sexual harassment is highest in industries where young workers are concentrated: according to the Center for American Progress, in 2017, restaurants/food service, hospitality, and retail accounted for nearly 30% of all sexual harassment claims;

Whereas, In 2021, almost half (44.2%) of the 19,000 wage theft claims for unpaid wages filed in California were in the aforementioned industries where young people predominantly work;

Whereas, California has extensive existing regulations surrounding the type of employment allowed for minors, restrictions on hours worked, and requirements for employers of minors;

Whereas, Until recently, there was no regulation in place requiring minors to receive information regarding their rights as active participants in the workforce, specifically their rights as employed minors;

Whereas, This lack of knowledge has made California working youth vulnerable to exploitation, harassment, and harm in the workplace;

Whereas, Therefore, it is essential for young Californians entering the workforce to be thoroughly educated on their rights as workers and to give them the tools to prevent exploitation from their employers;

Whereas, Assembly Bill (AB) 800, authored by Assemblymember Liz Ortega and signed by Governor

Gavin Newsom in 2023, enacts a Workplace Readiness Week in California high schools to educate students on their rights as workers, and their explicit rights as employed minors;

Whereas, AB 800 requires that students be provided with information on workers' rights, including child labor laws, wage and hour protections, workers' compensation, and the right to organize, all as part of their regular education;

Whereas, The law also requires that this information be provided to students in writing before receiving a worker's permit; and

Whereas, The California Department of Education (CDE) in collaboration with UC Labor Centers and other participating organizations, has created materials to facilitate the implementation of AB 800 in California high schools, including a full curriculum and informational leaflets in English and five of the most commonly spoken languages in California; now, therefore, be it

Resolved, ~~That there be a designated AB 800 Coordinator, created by the Los Angeles Unified School District (the District), responsible for managing the implementation of AB 800 in District high schools;~~ That a designee or designees of the Division of Instruction manages the implementation and oversee AB 800 in LAUSD High Schools;

Resolved further, That college and career counselors will receive professional development on AB 800's requirements so they may plan accordingly when addressing workers' rights and protections to students;

Resolved further~~, That the Division of Instruction's Office of Career Technical Education (CTE) and Linked Learning should hold two yearly workforce readiness and rights trainings, one per semester, mandatory for CTE educators, Work Experience Educators, the Assistant Principals responsible for coordinating Work Permits, and 12th-grade Social Studies teachers;~~ That the Division of Instruction's Office of Career Technical Education (CTE) and Linked Learning will continue to provide workforce readiness and rights trainings for CTE educators, Work Experience Educators, the school site personnel responsible for coordinating Work Permits, CTE and Linked Learning staff, and 12th-grade Social Studies teachers;

Resolved further, That the District should include workers' rights and resources on Schoology Groups for Social Studies, CTE, and Work Experience educators, along with Learning Management Systems (LMS) groups dedicated to school site administrators;

Resolved further, That the Division of Instruction should include workers' rights and protections resources on their Secondary Social Studies website and send out emails to Secondary Social Studies educators about these resources; and be it finally

Resolved, That the District should print out poster-sized versions of the UC Labor Center-created "Know Your Rights" document to be placed in all secondary school Counseling Offices.

TAB 30

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Res-010-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Board of Education

Mr. Schmerelson - October 2025 as National Principals Month (Res-010-25/26) (Noticed September 16, 2025)

Whereas, The Los Angeles Unified School District acknowledges the dedication and tireless efforts of all school principals throughout all levels throughout the District;

Whereas, School principals are entrusted with one of the highest responsibilities to attend to school and community matters wherever they are situated, whether they be emergency, academic, social, among others;

Whereas, National Principals Month was founded by the National Association of Secondary School Principals (NASSP) and the American Federation of School Administrators (AFSA) and has been formally recognized by various educational organizations;

Whereas, In acknowledgment of October as National Principals Month, the Los Angeles Unified School District recognizes all principals who serve the students of the District, as well as the organizations that support students and schools, such as the Association of California School Administrators (ACSA) Region 16 and the Associated Administrators of Los Angeles (AALA);

Whereas, Principals are the catalysts for establishing positive school climate and maintaining relationships with students, parents, teachers, and school personnel, the community, and others to create academic excellence for children in a safe, healthy, and supportive school environment;

Whereas, Honoring the contribution of all school principals and assistant principals at all grade levels to the success of students in the District's elementary and secondary schools; and to encourage residents of California to observe "National Principal's Month" with appropriate ceremonies and activities that promote awareness of school leadership's role in that every child has access to a high-quality education; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims the month of October 2025 as National Principals Month, but every day of every month, we recognize, commend, and appreciate our principals for being the frontline leaders who are the heart, soul, and backbone of our District family; and be it finally

Resolved, That Los Angeles Unified School District recognizes and thanks the Association of California School Administrators Region 16 and the Associated Administrators of Los Angeles/Teamsters Local 2010 as a fundamental labor partner, advocating for greater treatment for their members as well as helping establish strong leaders for our communities.

TAB 31

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Res-018-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Board of Education

Ms. Gonez, Dr. Rivas - Support for The Election Rigging Response Act (Proposition 50) (Res-018-25/26) (Waiver of Board Rule 72)

Whereas, The Election Rigging Response Act, known as Proposition 50 (2025), proposes a legislative constitutional amendment to authorize legislatively drawn congressional district maps in California for elections in 2026, 2028, and 2030;

Whereas, If approved the measure would authorize temporary changes to congressional district maps in response to explicit partisan redistricting activities in Texas, a partisan power grab that threatens fair representation nationwide;

Whereas, Under Proposition 50, the state would use the new legislative congressional district maps starting in 2026 and the new maps would remain in place until the California Citizens Redistricting Commission adopts new maps following the 2030 U.S. Census;

Whereas, The measure includes a call for change in federal law proposing an amendment to support fair, independent, and nonpartisan redistricting commissions nationwide;

Whereas, The Los Angeles Unified School District (District) is the largest public school district in California, and has a responsibility to support the future success of students. It serves a high percentage of students living in poverty, students and families from communities of color, immigrant communities, and historically underrepresented populations whose rights are under attack, who are losing access to healthcare and essential resources under this administration's actions, and whose voices will not be heard without fair political representation;

Whereas, Federal freezes and proposed FY 2026 budget cuts to Title I, Title II, Title III, and IDEA would strip $110.5 million from LAUSD and eliminate up to $5 billion nationally in K-12 formula grants, threatening classroom programs, staff positions, and vital services for English Learners, students with disabilities, immigrant families, and low-income communities;

Whereas, If the partisan power grab in Texas goes unchecked we will see more targeted attacks on our communities, including continued terror and trauma from ICE raids and abductions, and policies and funding cuts that decimate public education, student support services, and healthcare, undermining the safe and supportive environment needed for academic success which is central to LAUSD’s mission; and

Whereas, Ensuring that all California voters, including those in the District, are fairly represented in Congress is essential for protecting the constitutional right to a public education, democratic rights, and ensuring that the needs of our students, staff, families, and communities are heard; now, therefore, be it,

Resolved, That the Governing Board of the Los Angeles Unified School District joins the broad coalition of labor unions, elected officials, and social justice organizations to express strong support for Proposition 50 on the ballot November 4, 2025, in the fight to protect our communities from partisan gerrymandering and ensure fair representation; and, be it finally

Resolved, That the Board encourages all eligible voting-age students and their families to make a plan to vote, and engage thoughtfully with ballot measures that shape the future of their schools, communities and democracy in our nation.

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333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Res-022-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Board of Education

Ms. Ortiz Franklin, Ms. Newbill, Ms. Griego - With Survivors, Always: Domestic & Dating Violence Prevention, Awareness and Support (Res-022-25/26) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District prioritizes the safety of all students, staff and families and is committed to violence prevention, harm reduction, whole-child wellbeing, employee wellness, systems change and restorative justice at school and in the community;

Whereas, October is annually recognized as National Domestic Violence Awareness Month; and although progress has been made toward ending generational cycles of violence and providing support to survivors and their families, 35% of women and 31% of men in California experience domestic violence and it remains a leading cause of homelessness for children and women;

Whereas, 1 in 3 adolescents in America are victims of teen dating violence, which involves sexual, physical, verbal, cyber or emotional abuse and only 33% of teens in an abusive relationship ever reported the abuse; 81% of parents believe teen dating violence is not an issue or report they do not know it is an issue; and teens who experience dating abuse are at risk for long-term consequences including addiction, eating disorders, teen pregnancy, sexually transmitted infections, violent behavior and thoughts of suicide, including 50% of young people who experience rape, physical or sexual abuse attempting suicide;

Whereas, Adverse Childhood Experiences (ACES) such as exposure to domestic violence increase the risk for long-term consequences, including difficulty at school, substance abuse, behavioral problems in adolescence, and serious physical and mental health problems as adults;

Whereas, Domestic violence affects people of all genders, sexual orientations, ages, abilities and disabilities, and racial, ethnic, cultural, social, religious, and economic groups in the United States, it has a disproportionate impact on LGBTQIA+, immigrants, undocumented individuals, and Black, Native and Latine Americans;

Whereas, Domestic violence can be influenced by economic instability, gender and cultural norms, patriarchal culture and other environmental and societal elements including film, video games, social and mainstream media, and public figures; and domestic and dating violence are often an effect of intergenerational trauma within the systems of heteropatriarchy, capitalism, and colonialism that promote a culture of control, domination, fear, shame, and lack of accountability;

Whereas, Building the capacity of communities and schools to intervene, interrupt, and transform systems and culture through educational programs, healing, and practicing transformative justice are key to addressing domestic and dating violence;

Whereas, Since 1990, the Clothesline Project has used decorated shirts hung on a clothesline as a

powerful visual display to raise awareness about the often-silenced experiences of violence against women, providing survivors, families, and supporters a meaningful and healing way to share their stories; and with over 500 projects in 41 states and 5 countries, it continues to educate, empower, and foster compassionate, supportive communities worldwide;

Whereas, In September 2020, the State of California was one of the first in the nation to recognize "coercive control" as a form of domestic violence; that is, even if violence is not visible, if it is a "pattern of behavior that unreasonably interferes with a person's free will and personal liberty" it is recognized as unlawful and validating for many victims/survivors;

Whereas, Recent California State legislation includes AB 2053 requiring comprehensive sexual health education to include resources related to adolescent relationship abuse and intimate partner violence and AB1071 requiring the publication of information on dating violence prevention on the California Department of Education's website;

Whereas, Domestic and dating violence is underreported for fears of retaliation, financial dependence, immigration status, loss of trust in people and systems, in addition to deeply personal and complex concerns, and all victims/survivors and communities deserve access to culturally responsive prevention programs and services to increase community safety and individual wellbeing;

Whereas, Recognizing the expertise across Los Angeles, the District has partnered with various organizations and educators to teach healthy relationships and violence prevention in schools as a part of the California Health Standards, especially in grades 7 and 9; and

Whereas, To truly support the District's Strategic Plan pillars of Academic Excellence, Joy and Wellness, Engagement and Collaboration, and Investing in Staff, the District must promote more awareness, education, and support to prevent and eventually end all forms of violence, including domestic, dating and intimate partner violence; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes October 2025, and each following October, as Domestic Violence Awareness Month and supports survivors, victims, and witnesses of domestic, dating and intimate partner violence, defined as a pattern of abusive behavior in a relationship that is used by one partner to gain or maintain power and control over another intimate partner, including physical, sexual, emotional, economic, psychological, technological or digital actions or threats of actions or other patterns of coercive behavior that influence another person, such as behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone;

Resolved further, That the Board recognizes the key role of educators, school staff, families, mental health professionals, government and community partners in building the capacities of our school community to prevent, address, and reduce the negative effects of the harms of domestic and dating violence, including cultivating the protective factors of safer and more stable conditions, social connections, resilience and growth mindset, nurturing parent-child interactions, and social and emotional abilities;

Resolved further, That the Superintendent will deepen education and supports for students, staff, parents and families on healthy relationships and teen dating violence prevention through the following steps:

- Embed the topic of domestic and dating violence in at least one relevant Every School Safe (or similar) module, which is a series of monthly trainings for staff, workshops for families and assemblies for students on the awareness and prevention of safety concerns such as suicide, substance use, child abuse, and cyber security;
- Deepen and improve upon direct instruction on healthy relationships informed through student input;
- Consider additional professional development opportunities for school staff, including and not limited to psychiatric social workers, counselors, nurses and psychologists;
- Create at least one session for the Family Academy to help parents and families recognize the signs of domestic and teen dating violence and know where to access support, including financial, legal, employment, housing, and physical and mental health;
- Promote resources, including opportunities for safe anonymous reporting, such as those of the National Domestic Violence Hotline at 800-799-7233 or texting "start" to 88788 and loveisrespect.org <http://loveisrespect.org>, where youth ages 13 - 26 can text "loveis" to 22522 or call 866-331-9474 for support, the Domestic Violence Awareness Project at dvawareness.org <http://www.dvawareness.org>; and the LA County Office of Violence Prevention's Domestic Violence Toolkit, available February 2026;
- Assess and build upon student-led efforts like school clubs, events, peer support and social media campaigns;
- Consider and act upon strategies to ensure confidentiality, sensitivity and protections for parents and families experiencing, escaping and/or healing from domestic violence; and
- Spread awareness of the Domestic Violence Awareness 2025 theme "With Survivors, Always | Con Sobrevivientes. Siempre," and the social media campaigns #WithSurvivors #DVAM2025 and #PurpleThursday, a National Day of Action to raise awareness by wearing purple on Thursday, October 23, 2025 and every year on the Thursday of the third full week in October to start conversations and end the silence around domestic violence;

Resolved further, That the Superintendent will strengthen supports for employees, including: continued training for supervisors and employees on entitled leave for victims and survivors, confidentiality, potential accommodations or temporary flexible work schedules; and offering referrals for mental health, housing, legal and financial support, including resources such as the California Victim Compensation Board;

Resolved further, That the Superintendent will cultivate intentional partnerships with experts specializing in culturally responsive domestic and dating violence through steps that may include:

- Creating a central list of current no cost Memorandums of Understanding (MOUs) detailing services, schools receiving services, and capacity to serve other schools if interested;
- Promoting widespread awareness of steps to partner with the District through the MOU process by updating guidance documents and hosting informational sessions like that of a partner forum; and
- Reviewing and updating pertinent bulletins, guidance and other resource documents related to no-cost health, non-health and mental health service MOUs;

Resolved further, That the Board directs the Office of Government Relations to consider domestic and dating violence, as well as opportunities to improve the victim, survivor and youth witness experience with government institutions, including city, county, judicial and publicly-funded nonprofit services, as

a safety topic of importance for the 2026-27 Advocacy Guiding Principles and Priorities and subsequent years as is needed; and be it finally

Resolved, That the Superintendent will provide a written update to the Board on such efforts, including potential budget impacts, by February 2026, which is observed nationally and will be observed each February in LA Unified as Teen Dating Violence Awareness Month.

TAB 33

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Res-017-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Board of Education

Ms. Gonez - Resilient Schools: Extreme Heat Mitigation & Disaster Preparedness at LAUSD (Res-017-25/26) (For Action November 18, 2025)

Whereas, The increasing frequency and severity of extreme heat events, wildfires, and other climate driven disasters demand immediate action, and local agencies like the Los Angeles Unified School District cannot afford to wait for state or federal intervention alone, but must act with urgency to safeguard the health, safety, and learning conditions of students and staff;

Whereas, The impacts of the climate crisis fall disproportionately on low-income communities and communities of color, whose neighborhoods often lack access to cooling systems, tree canopy, shade, and resilient infrastructure, making it imperative that the District lead with equity by prioritizing policies and investments that protect those most vulnerable;

Whereas, The District has invested in making our campuses greener and more resilient, but many campuses still have outdated cooling infrastructure and lack shade and climate resilient designs, which can lead to disrupted instruction and negative impacts on student learning;

Whereas, Beyond the significant detriments to health and wellbeing, there are serious concerns around the impacts of heat exposure to children's learning. A recent systemic review published in July 2025 in POS Climate found that extended exposure to heat impairs students' cognitive abilities, negatively affecting their academic performance;

Whereas, Artificial turf adds to the impacts of extreme heat, since it absorbs and retains far more solar radiation than natural grass creating surface temperatures reaching in excess of 160 degrees, exacerbating the urban heat island effect, with growing body of research and health and environmental experts expressing concerns over the potential for harm including burns, chemical exposure, and other injuries (L.A. Times, September, 2025);

Whereas, The growing impacts of extreme heat demand a comprehensive approach to protect the health and safety of students and staff, requiring the District to evaluate and address multiple vulnerabilities at once including the environmental and health risks posed by artificial turf, the strain of aging HVAC systems during heat waves, and the uneven access to critical protections such as shade structures and hydration stations, so that all campuses are adequately prepared to mitigate the dangers of rising temperatures;

Whereas, Shade, through trees, canopies, and other natural or built features, is one of the most effective and immediate protections and the District's facilities division has committed to a goal of at least 20% shade coverage when undertaking campus greening projects, it is critical to assess current progress toward the benchmark and adopt a clear actionable strategy to meet it; and

Whereas, Funds from voter-approved bond measures including LAUSD's local facilities bond Measure US, and state bond measures Proposition 2 and Proposition 4 create an opportunity to further prioritize District capital investments to increase the build out of renewable energy technologies, such as solar photovoltaic panels and battery energy storage systems on District property to sustainably power upgraded HVAC systems, ensuring long-term cost savings and climate resilience for campuses; now, therefore, be it

Resolved, That the Los Angeles Unified School District shall update its disaster preparedness plan to explicitly address escalating threats posed by extreme heat and related climate emergencies including wildfires. This process shall be carried out in coordination with all relevant District divisions, labor partners, school site staff, families, students, and community stakeholders, to ensure the plan reflects on the ground needs, and report back to the Governing Board of the Los Angeles Unified School District in 90 days;

Resolved further, That the plan will include protocols for protecting student and staff safety, operational procedures including clear metrics for shifting school schedules and considering closures, guidance on continuity of instruction, communication (e.g. notification systems for staff and families), protocols for dissemination of information such as the readiness of air filtration systems, and any other necessary information that can be shared in coordination with City and County emergency response agencies, and necessary training for staff on the updated protocols;

Resolved further, Considering the need to ensure our campus infrastructure can address extreme heat events, the District shall:

- Accelerate HVAC modernization projects, prioritizing campuses using equity-based criteria (such as SENI ranking and communities most impacted by extreme heat and environmental injustices), with the goal to replace or modernize no fewer than 5000 HVAC units per year, with annual progress reports to the Board;
- Prioritize, to the extent feasible, climate-friendly technologies as part of the accelerated HVAC modernization projects including heat pumps;
- Provide an update on progress on the District's strategy for the deployment of additional heat mitigation measures such as expanded tree canopy, shade structures, hydration stations, and misting systems to ensure students and staff have access to cooling space and protection from heat, including how the deployment strategy prioritizes communities most impacted by extreme heat;
- Prepare and present an interim mitigation plan, because many schools with aging HVAC systems cannot immediately receive full modernization or shade installations leaving students and staff vulnerable during peak heat events;
- Prioritize funding from Measure US, Proposition 2, and Proposition 4 to address the heat mitigation goals and the clean energy goals as outlined in the Board resolution Transitioning LAUSD to 100% Clean, Renewable Energy (Res 018-19/20) to enhance air quality and protect the health of students, staff, and families;

Resolved further, That the District's Office of Governmental Relations will advocate with State leaders for the creation of a maximum indoor temperature standard for public schools in California, including for classrooms and spaces where students, staff, and families regularly use such as cafeterias,

auditoriums, and parent centers, and for the allocation of relevant State bond funding to ensure that all public schools can meet this standard, with a prioritization on schools in communities most impacted by extreme heat;
Resolved further, That in recognition of the significant environmental and climate consequences of artificial turf, including the release of microplastics, into soil and waterways, and its absorption and radiation of heat that exacerbates the urban heat island effect, the District shall update its policy to:

- Prohibit installation of artificial turf at early education centers, primary centers, elementary schools, and middle schools,
- Prioritize the replacement of existing artificial turf at early education centers (EECs) and Elementary schools, in particular, as they reach their end-of-life with grass, plants, or natural materials;
- Identify funding to conduct a study that includes:
    - A cost-benefit analysis taking into account the public health impacts, injury liability to the District, environmental impacts such as water contamination, the impacts of climate hazards such as extreme heat and rain storms, the costs of remediation, waste management and costs to our waste stream of artificial turf versus natural grass playing fields;
    - Data collected from monitoring exposure to artificial turf in high-heat conditions (e.g. scheduling early morning/evening activity, heat advisories, cooling interventions);
    - Stakeholder input gathered from labor partners, school staff, students, families, and community members;

Resolved further, That the study shall inform staff recommendations for a policy update pertaining to synthetic turf as part of high school competitive athletic facilities to be presented to the Board within 120 days; and, be it, finally

Resolved, That regular updates on extreme heat mitigation and the District's response shall be included in the annual report of the Office of Eco-Sustainability.

TAB 34

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Res-021-25/26, Version: 1 Agenda Date: 10/14/2025
In Control: Board of Education

Mr. Melvoin - Building Stronger Communities: Leveraging School Facilities for Engagement and Financial Stewardship (Res-021-25/26) (For Action November 18, 2025)

Whereas, The Los Angeles Unified School District (District) is committed to improving and maintaining state-of-the-art facilities-including 1,200 schools and 21,000 buildings-that maximize student learning, provide enrichment opportunities, and serve the public and community;

Whereas, The District strives to manage public funds and District-owned properties with transparency, efficiency, and accountability;

Whereas, Any use of school facilities or access to District owned property must be documented and authorized by an agreement such as a civic center permit, filming permit, or license agreement. The Real Estate and Business Development department within the District's Facilities Service Division is responsible for processing and preparing these agreements. These agreements allow users to access the District's public facilities, and generate approximately $15 million in annual revenue for the District;

Whereas, The Civic Center Act detailed in California Education Code §§ 38130-38139 requires school districts to make their facilities available for community use when not needed for school purposes. Local organizations and members of the public may utilize District facilities for recreation and sports, public meetings and forums, arts, music, and cultural events, childcare, and more;

Whereas, Each school district adopts its own board policy and administrative regulations implementing the Civic Center Act including application processes, priority use schedules, fee structure, insurance and liability coverage, and permitted activities;

Whereas, Partners and members of the community currently utilize District owned property-including schools, athletic fields, and gyms-for a variety of purposes including community meetings, athletic and enrichment activities, camps, carnivals, filming and more;

Whereas, Given the broad scope of duty to manage 21,000 buildings and its charge to address Proposition 39 charter school facilities agreements, the District's Real Estate and Leasing Department is overextended beyond its capacity to thoroughly assess District assets and provide appropriate customer service to members of the community who may be interested in utilizing district facilities;

Whereas, The District should consider realigning the Real Estate and Leasing Department around four key functional areas: including 1) licensing/access, 2) asset management, 3) revenue generation, and 4) compliance;

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Whereas, The District's current system to receive and process agreements is inefficient and is not designed to handle the complexity, volume, or opportunity presented by the number and types of District facilities available for third-party use;

Whereas, Currently, District facilities are underutilized for community use beyond the school day, which represents untapped opportunity for community benefit and revenue generation for the District;

Whereas, Unlike in other systems, members of the public cannot currently access a centralized portal to view or request facility use, and internal systems lack automation, performance monitoring, and transparency;

Whereas, A centralized digital platform with online applications, automated alerts, and public-facing access is necessary to streamline operations, improve customer experience, and reduce compliance risk; and

Resolved, That in order to improve the community and partner use of Los Angeles Unified School District (District) facilities and to maximize revenue to the District, the Governing Board of the Los Angeles Unified School (Board) directs the District to:

- Determine funding and issue a Request for Proposal (RFP) for an updated, centralized, online real estate and facilities management platform to support intake, workflow tracking, agreement management, and performance monitoring. The system should be user-friendly and include:
    - Automated deadline alerts and internal notifications for District staff
    - Public-facing tools for site browsing, pricing, online applications, and online payments (i.e., ACH, credit card);
- Coordinate with and support school administrators to align site availability, community access, and scheduling, and develop a plan to centralize a facility use calendar and communication plan to support higher utilization and equitable access;
- Review and revise the District's policy regarding facility access and fees to reflect current operational realities and equity considerations including, but not limited to partners' nonprofit vs for profit status and/or facility demand and availability;
- Evaluate options and develop a plan to update and simply the public facing website to make facility options and pricing structures more transparent and responsive to community needs; and, be it finally

Resolved, That the District report back to the Board within 120 days with a plan to achieve the actions outlined above, including timelines, cost estimates, and staffing needs to support implementation by the 2026-2027 school year.

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TAB 35

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Sup Res -002-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Board Secretariat Office

Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Tamar Poladian-Perron) (Sup Res-002-25/26)

Resolved, That the Governing Board of the Los Angeles Unified School District appoints Ms. Tamar Poladian-Perron, as the nominee of the Thirty-First District PTSA, as a member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately; and the District's Ethics Office received Ms. Poladian-Perron's conflict of interest statement certifying, among other things, that Ms. Poladian-Perron is not an employee, official, vendor, contractor, or consultant of the District.



September 3, 2025

The Honorable Scott Schmerelson
President of the Board of Education Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Dear President Schmerelson:

The Thirty-First District PTSA nominates Tamar Poladian-Perron to serve an on the Los Angeles Unified School District Construction Bond Citizen's Oversight Committee for the school years 2025-2027. Mrs. Poladian-Peron's contact information is as follows:

Tamar Poladian-Perron
10406 Weddington Street
Toluca Terrace, CA 91607
tpoladianlaw@aol.com
818.242.8700

If you require any additional information, please feel free to contact me via email at colleenross4pta@gmail.com or via phone at 818.497.7971.

Respectfully,

Colleen Ross

Colleen Ross
31st District PTSA, President

Tamar Poladian Perron graduated from the University of California, Los Angeles, in 1986 with a Bachelor of Arts degree in Political Science with an emphasis in Public Administration and International Relations, and a minor in Business Administration. As a student, Tamar became the first Armenian Community Liaison in Los Angeles, working at City Hall as a Field Representative and City Council Liaison for Los Angeles City Councilman Michael Woo, 13th District. During her tenure, Perron was a familiar face at City Hall working with the City's building and safety and transportation inspectors, in addition to raising awareness of issues important to the Armenian Community. In 1986, with her vision and leadership, she organized the very first Armenian Cultural Festival held in the City of Los Angeles, attended by more than 10,000 people including then Mayor Tom Bradley. She continued to spearhead this project until 1990.

After UCLA, Tamar attended Southwestern University School of Law in Los Angeles, California, graduating in 1990. While at Southwestern she was selected for prestigious internships/clerkships with the U.S. Department of Justice, Office of the U.S. Trustee, the Los Angeles County District Attorney's Office and the State of California Attorney General's Office, in addition to serving as a founding student member of the Armenian Bar Association in 1989.

Tamar has been an active member in good standing with the California Supreme Court and U.S. District Court in the Central District of California for over 34 years. From 1998 to 2002, she presided as Judge Pro Tempore for Small Claims matters in the Los Angeles County Courts. In 2000, Tamar earned a Designated Subjects Vocational Education Teaching credential and taught Introduction to Law/Law Office Occupations with the Glendale Unified School District. She also became a certified instructor with the University of Phoenix teaching graduate level business and law courses.

Ms. Perron remains involved in education and school life at all levels serving in leadership positions at her local public schools in the Los Angeles Unified School District as well as the California PTA. She has remained proactive in Armenian and American politics as a public speaker and is regarded as a dedicated and significant link between community members and influential politicians, including world leaders. Currently, she serves as a commissioner on the Local Governmental Services Commission for the County of Los Angeles.

TAB 36

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Sup Res -003-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Board Secretariat Office

Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Brendan Sullivan) (Sup Res-003-25/26)

Resolved, That the Governing Board of the Los Angeles Unified School District appoints Mr. Brendan Sullivan, as the nominee of the Tenth District PTSA, as an alternate member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately; and the District's Ethics Office received Mr. Sullivan's conflict of interest statement certifying, among other things, that Mr. Sullivan is not an employee, official, vendor, contractor, or consultant of the District.

LOS ANGELES TENTH DISTRICT PTSA® everychild. onevoice.® | Discovering Possibilities... Resources for Success 2025-2027

Winston H. Lynch
President
President@10thDistrict.org

300 Corporate Pointe Walk, Suite 225, Culver City, CA 90230 | 213 745-7114 Office@10thdistrict.org
www.10thDistrict.org

September 18, 2025

Scott Schmerelson
Board President
Los Angeles Unified School District Board of Education
333 South Beaudry Street, 24th Floor
Los Angeles, CA 90017

Dear Mr. Schmerelson,

The Los Angeles Tenth District of the California Congress of Parents, Teachers, and Students, Inc. (10th District PTSA) hereby nominates Brendan Sullivan to serve as our alternate on the Los Angeles Unified School District Construction Bond Citizens' Oversight Committee.

Sincerely,

Winston HLynch

Winston H. Lynch
District President
Los Angeles Tenth District of the California Congress of Parents, Teachers and Students, Inc.

Brendan Sullivan Bio

My name is Brendan Sullivan. I am 38 years old and have been a Los Angeles resident my entire life. I was born & raised in Los Angeles's Eagle Rock neighborhood and currently reside in the Los Feliz neighborhood. I was a LAUSD student throughout grade school and have attended Dahlia Heights Elementary School, Multnomah Elementary School, & Eagle Rock Jr./Sr. High School. I have also attended Glendale Community College as well as Santa Monica City College. I spent 11 years (2007 to 2018) working for John's Service Plus, a Heating & Air Conditioning contractor based in Burbank, CA as an HVAC Technician & Bookkeeper, eventually rising to the position of lead technician & business manager. In 2018 I was offered and accepted a position as a property manager for Scapa Silverman Properties at Lyman Village Apartments, an 11 building 184-unit apartment complex in the Los Feliz neighborhood. In 2019 I was elevated to the position of Senior Property Manager & Property Manager Supervisor which is the position I still occupy today. My current portfolio consists of 786 units spread out over about 50 properties. My son Zev was born in July 2020 and is currently a student at Los Feliz STEMM Magnet where I am currently serving as Treasurer of the school's PTA. My daughter Lilah was born in June 2023 and will soon be headed to preschool. We have an active family and greatly enjoy outdoor activities such as camping, hiking, biking, climbing and swimming. Nature truly is our safe space. My personal interests include history, architecture, music, politics, and public policy. I am both confident and hopeful that my knowledge, experience, and work ethic will be of benefit to the Oversight Board, and if confirmed I look forward to working with the Board to help ensure and encourage transparency, equity, and efficiency at our nation's second largest school district.

TAB 37

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: ROC-003-25/26, **Version:** 1
In Control: Board of Education

Agenda Date: 10/14/2025

Report of Correspondence (ROC-003-25/26)

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

October 14, 2025

REPORT OF CORRESPONDENCE

The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, "Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel":

	FROM	LEGAL ACTION
1.	Beloryan & Manukyan	Summons and Complaint for Damages: 1) Negligence; 2) Premise Liability; 3) Negligent Hiring, Training, Supervision; 4) Professional Negligence; 5) Negligence Per Se; 6) Breach of Contract (Third Party Beneficiary); 7) Disability Discrimination Pursuant to Unruh Civil Rights Act; 8) Disability Discrimination Pursuant to Civil Code Section 54.3; 9) Disability Discrimination Pursuant to California Education Code Section 220; 10) Breach of Mandatory Duty; 11) Violations of The Americans With Disabilities Act; Case No. 25NNCV03236; Superior Court of the State of California for the County of Los Angeles; S. Avetisyan, a minor, by and through his GAL Anush Karapetyan., an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 100, inclusive, Defendants.
2.	Bird, Marella, Rhow, Lincenberg, Drooks & Nessim, LLP	Summons & Appendix of Exhibits in Support of Petitioner's Verified Petition for Writ of Mandate and Complaint for Declaratory and Injunctive Relief; Verified Petition for Writ of Mandate and Complaint for Declaratory and Injunctive Relief; Case No. 25STCP03450; Superior Court of the State of California County of Los Angeles, Central District; Timothy Lee, an individual, Plaintiff, v. Alberto Carvalho, in his official capacity as Superintendent of the Los Angeles Unified School District, et al, Defendants.
3.	Bush Gottlieb, A Law Corporation	Summons & Verified Petition for Writ of Mandate; Case No. 25STCP02976; Superior Court of the State of California, County of Los Angeles, Central District; Donald Loperena, Plaintiff, v. Los Angeles Unified School District, Defendant.

4.	BV Law Group, APLC	Summons & Plaintiff's Complaint for Damages: 1) Negligence; Case No. 25CHCV01465; Superior Court of the State of California for the County of Los Angeles; Luis Mata Jr., a minor by and through his GAL Luis Mata Sr., Plaintiffs, v. Alberto Carvalho, Superintendent of Los Angeles Unified School District, et al., Defendants
5.	Carrillo Law Firm, LLP	Summons & Complaint for Damages for Negligence; Case No. 25STCV24896; Superior Court for the State of California in and for the County of Los Angeles; John R.S. Doe, an individual; and Jane C.C. Doe, Plaintiffs, v. Los Angeles Unified School District, and Does 1 to 20, inclusive, Defendants.
6.	DeMarco Law Firm	Summons & First Amended Complaint for Damages: 1) Negligence; 2) Negligent Failure to Warn, Train, or Educate; Case No. 25STCV16082; Superior Court of the State of California, County of Los Angeles – Central; Jane SF Doe, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 2 through 100, inclusive, Defendants.
7.	DeMarco Law Firm	Summons & Complaint for Damages: 1) Negligence; 2) Negligent Failure to Warn, Train, or Educate; Case No. 25STCV27526; Superior Court of the State of California, County of Los Angeles – Central; John PR Doe, an individual; John ER Doe, an individual; John AV Doe, an individual; Jane VR Doe, an individual; John QA Doe, an individual; John DR Doe, an individual;, Plaintiffs, v. Los Angeles Unified School District, and Does 2 through 100, inclusive, Defendants.
8.	Downtown L.A. Law Group	Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Cal. Govt. Code §815.2]; Case No. 25VECV05144; Superior Court of the State of California in and for the County of Los Angeles; Mia Garcia, a minor, by and through her Guardian ad Litem, Lizette Garcia, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
9.	Downtown LA Law Group	Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Cal. Govt. Code § 815.2]; Case No. 25CMCV00777; Superior Court of California, County of Los Angeles; Nickolas Dunn, a minor, by and through his GAL Asia Evonne Craig, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 50, inclusive, Defendants.

10.	Faustina Osagiede-Omon, In Pro Per	Summons & Appeal Office of Administrative Hearing Special Education Decision; Notice to Parties of Court-Directed ADR Program; New Case Order; Case No. 2:25-cv-05322-SVW-(SSCx); United States District Court, Central District of California; Parent on Behalf of Student, Plaintiff, v. Los Angeles Unified School District, Defendant.
11.	Joei L. Dyes	Summons & Writ of Mandate; Case No. 25STCP03714; Superior Court of the State of California in and for the County of Los Angeles; Joei L. Dyes and the "Anonymous Know Nothings" (An Anonymous Citizens Group), Plaintiff, v. Los Angeles Unified School District, Defendants.
12.	Law Offices of Sharona Eslamboly Hakim	Summons & Complaint for Property Damage, Personal Injury, General Negligence and Premise Liability, and According to Proof; Case No. 25CMCV00383; Superior Court of the State of California, County of Los Angeles; Eddy Carvajal-Villagomez, by and through his Guardian Ad Litem, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 25, Inclusive, Defendants.
13.	Liakos Law, APC	Summons & Complaint for Damages: 1) Negligence; 2) Negligent Hiring, Supervision, and Retention; 3) Negligent Failure to Warn, Train, or Educate; Plaintiff's Notice of Posting Jury Fees; Case No. 25VECV05324; Superior Court of the State of California in and for the County of Los Angeles; LL Jane Doe BH, individually, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 100, Inclusive, Defendants.
14.	Manly Stewart Finaldi	Summons & Plaintiff's Complaint for Damages for: 1) Intentional Infliction of Emotional Distress; 2) Negligence; 3) Negligent Supervision; 4) Negligent Retention/Hiring; 5) Negligent Failure to Warn, Train or Educate; 6) Breach of Fiduciary Duty; 7) Constructive Fraud (Civil Code § 1573); 8) Sexual Battery; 9) Sexual Assault; Case No. 25STCV22624; Superior Court of the State of California County of Los Angeles, Stanley Mosk Courthouse; John MJM Doe, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, Defendants.

15.	Martin & Martin	Summons & Complaint for Damages: 1) Negligence; 2) Negligent Hiring, Retention, Training, and Supervision; 3) Intentional Infliction of Emotional Distress; 4) Violation of the Tom Bane Civil Rights Act; Case No. 25STCV17842; Superior Court of the State of California in and for the County of Los Angeles – Stanley Mosk Courthouse; A.P., a minor by and through his GAL, Monyea Willis, Plaintiff, v. Los Angeles Unified School District, Does 1- 100, Defendants.
16.	Martin & Martin	Summons & Complaint for Damages: 1) Negligence; 2) Negligent Hiring, Retention, Training, and Supervision; 3) Intentional Infliction of Emotional Distress; 4) Violation of the Tom Bane Civil Rights Act; Case No. 25STCV19056; Superior Court of the State of California in and for the County of Los Angeles – Stanley Mosk Courthouse; H.H., a minor by and through his GAL, Ah Rum Choi; R,J., a minor, by and though his GAL, Ilnam Jeong; J.J., a minor by through his GAL Ilnam Jeong, Plaintiff, v. Los Angeles Unified School District, and Does 1-100, Defendants.
17.	Meei-Ling Chen, A Professional Law Corporation	Summons & Complaint: 1) General Negligence; 2) Premises Liability; Case No. 25NNCV05749; Superior Court of California, County of Los Angeles; Eric Yib, by and through his GAL Lina Yonn, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 100, inclusive, Defendant.
18.	Odiase Law Group & The Law Office of Michael Hailu, APLC	Summons & First Amended Complaint of Damages: 1) Negligent Hiring, Supervision, Training and Retention [Government Code §815.2 & 820]; 2) Sexual Harassment in Violation of Civil Code §§51.9 and 52; 3) Intentional infliction of Emotional Distress; 4) Sexual Assault/Sexual Battery; Case No. 24CHCV03732; Superior Court of the State of California for the County of Los Angeles – North Valley Judicial District; C.S., a minor by and through her GAL, R.S., Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
19.	Office of the City Attorney	Summons Cross-Complaint & Cross-Complaint: 1) Indemnification; 2) Apportionment of Fault; 3) Declaratory Relief; Case No. 24CHCV03613; Superior Court of the State of California, County of Los Angeles; City of Los Angeles, a Municipal Corporation, Plaintiff, v. Los Angeles Unified School District, and Roes 1 to 10, Inclusive, Defendant.

20.	Ortega Law, APC	Summons & Complaint: 1) Motor Vehicle; 2) General Negligence; Case No. 25STCV13295; Superior Court of California, County of Los Angeles; Phillip Rouzan, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 50, Defendants.
21.	Raymond Ghermezian, A Professional Law Corporation	Summons & Complaint for Damages: 1) Liability for Dangerous Condition of Public Property, Pursuant to Government Code § 835 et seq.; 2) Vicarious Liability for the Wrongful Acts or Omissions by Public Entity Employees and/or Retention of Unfit Employee CA Gov. Code § 815.2; 3) Premises Liability; 4) Negligence; Case No. 25CMCV01561; Superior Court of the State of California for the County of Los Angeles; Norma Castillo, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 100, Inclusive, Defendants.
22.	Slater Slater Schulman, LLP	Summons & Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Demand for Jury Trial; Plaintiff's Notice of Posting Jury Fees; Case No. 25SMCV03977; Superior Court of the State of California for the County of Los Angeles; Jane Doe, Plaintiff, v. Los Angeles Unified School District, and Does 2 through 60, inclusive, Defendants.
23.	Slater Slater Schulman, LLP	Summons & Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Plaintiff's Notice of Posting Jury Fees; Case No. 25STCV23946; Superior Court of the State of California for the County of Los Angeles; Jane Doe D.H., an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 60, inclusive, Defendant.
24.	Slater Slater Schulman, LLP	Summons & Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Plaintiff's Notice of Posting Jury Fees; Case No. 25LBCV02530; Superior Court of the State of California for the County of Los Angeles; Jane Doe B.V., an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 60, inclusive, Defendants.
25.	Slater, Slater Schulman	Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 25STCV25085; Superior Court of the State of California for the County of Los Angeles; Jane Doe M.O., an individual, Plaintiff, v. Los Angeles Unified School District, and Does 3 to 60, inclusive, Defendants.

26.	The Capital Law Firm	Summons & Complaint for Damages and Demand for Jury Trial; Case No. 25STCV06785; Superior Court of the State of California for the County of Los Angeles; Shirley Barillas Ochoa, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 30, inclusive, Defendants.
27.	The Injury Law Firm, LLP	Summons & Plaintiff's Complaint for: 1) Dangerous Condition of Public Property; Case No. 25CHCV03149; Superior Court of the State of California for the County of Los Angeles; Patricia Orozco, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 50, inclusive, Defendants.
28.	The Law Collective, APLC	Summons & Complaint: 1) Motor Vehicle; 2) General Negligence; Case No. 25STCV27679; Superior Court of the State of California, County of Los Angeles; Eskarleth Alonzo Chacon, Plaintiff, v. Los Angeles Unified School District; Does 1 to 100, inclusive, Defendants.
29.	The Law Offices of Dennis G. Cosso	Summons & Complaint for Breach of Contract; Common Counts; To Enforce Payment Pursuant to Stop Notice; to Enforce Payment Pursuant to Payment Bond; Violation of Prompt Payment Statute; to Enforce Payment Pursuant to Contractor License Bond; Case No. 25SMCV04369; Superior Court of the State of California for Los Angeles County; Supply Network, INC., dba Viking Supplynet, a Michigan corporation, Plaintiff(s), v. Los Angeles Unified School District, and Does 1 through 30, inclusive, Defendants.
30.	Wilshire Law Firm, PLC	Summons & Complaint for Damages: 1) Liability for Injuries Caused by Employee within Scope of Employment, Caused by Independent Contractors, Arising from Mandatory Duty, and Act or Omission [Govt. Code §§ 815.2, 815.4, 815.6, and/or 820(a), et seq.]; and 2) Negligence, Negligent Hiring, Retention, Supervision, and Training; Case No. 25STCV25132; Superior Court of the State of California in and for the County of Los Angeles; John Doe, a minor, by and through his Guardian ad Litem, Steven Robles, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.

The recommended disposition of the following item is "Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services":

No.	Received From	Type of Damage	Claimant	Date of Damage
31.	Temeka Jordan	Damages	Admyire Jordan	None provided
32.	Jung Han	Damages	Andrew Han	05-16-25
33.	Sireen Sawaf Office of the City Attorney	Damages	City of Los Angeles	03-15-24
34.	Caleb Blumenshine Downtown LA Law Group	Damages	Dash Harris	03-11-25
35.	Guillermo F. Barrantes Stalwart Law Group, APC	Damages	Desiree Singleton	03-05-25
36.	Chaka C. Okadigbo HKM Employment Attorneys LLP	Damages	Dr. Erin Tobin	04-04-25
37.	Robyn Charles Education Media, LLC	Damages	Education Media | Robyn Charles | Executive Director	Between May 2025 & 08-18-25, with ongoing intellectual property exposure
38.	Ellen G. Duran	Damages	Ellen Duran	09-12-25
39.	Caleb Blumenshine Downtown LA Law Group	Damages	Gavin Francisco	03-14-25
40.	George Cruz, SPED Teacher	Damages	George Cruz	09-02-25
41.	Vincent G. Vicario	Damages	Gionni Vicario	08-21-25

42.	Melina Shahbazian Shahbazian Law, APC	Damages	Hudson Viste Rivadelo, a minor, through guardian, Sarah Rivadelo	07-16-25
43.	Angie Alvarez Downtown LA Law Group	Damages	Jaden Stuart	03-25-25
44.	Hirji, Chau & Rodriguez, LLP	Damages	Joan Gray	On or about 03-25-25
45.	Olu K. Orange Orange Law Offices	Damages	K.M.	On or about 03-01-25 through 06-03-25
46.	Angie Alvarez Downtown LA Law Group	Damages	Kimberly Salinas	03-19-25
47.	Angie Alvarez Downtown LA Law Group	Damages	Kimberly Salinas	03-17-25
48.	Caleb Blumenshine Downtown LA Law Group	Damages	King Stovall	03-06-25
49.	Charles U. Odiase Odiase Law Group	Damages	Latasha Stewart as GAL for Sasha Mulan Stewart	11-15-24
50.	Jamon R. Hicks Douglas / Hicks Law	Damages	Ms. Keiwana M. Lewis as GAL for Minor, S.L.	On or about 04-02-25
51.	Dominguez Alba J.	Damages	Orellana Nathan J.	09-05-25
52.	George J. Shalhoub The Law Office of George Shalhoub	Damages	Oscar Elmandrawy	04-28-25
53.	George J. Shalhoub The Law Office of George Shalhoub	Damages	Oscar Elmandrawy	04-23-25
54.	Ginger Barba	Damages	Rosa I. Barba	05-07-25

55.	Caleb Blumenshine Downtown LA Law Group	Damages	Savannah Nolasco	03-21-25
56.	Terri Milner	Damages	Terri Milner	09-12-24
57.	Alvin Daniels	Vehicle Damages	Alvin Daniels	08-18-25
58.	Esther Yepez	Vehicle Damages	Esther Yepez	09-02-25
59.	Francisco Jose Martinez Peramos	Vehicle Damages	Francisco Jose Martinez Peramos	08-13-25
60.	Sam Ryan Heidari Heidari Law Group	Vehicle Damages	Isaac Ruben Perez	05-05-25
61.	Jennifer Escalante Garcia	Vehicle Damages	Jennifer Escalante Garcia	09-08-25
62.	Jose Hernandez	Vehicle Damages	Jose Hernandez	09-16-25
63.	Michael Akhdienor Akhdienor Law PC	Vehicle Damages	Milton Jr Tate	04-03-25
64.	Zev Weinstein Schwimer Weinstein LLP	Vehicle Damages	Ortencia Lopez	08-18-25
65.	Rosa Hernandez	Vehicle Damages	Rosa Hernandez	08-21-25
66.	Ruel Tividad	Vehicle Damages	Ruel Tividad	08-18-25
67.	Sebastian Araniva	Vehicle Damages	Sebastian Araniva	08-27-25

TAB 38

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Min-001-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Board of Education

Minutes for Board Approval (Min-001-25/26)

December 3, 2024, Special Board Meeting, Including Closed Session Items, 12:00 p.m.
June 17, 2025, Regular Board Meeting, 11:00 a.m.
August 5, 2025, Regular Board Meeting, Including Closed Session Items, 10:00 a.m.
September 16, 2025, Special Board Meeting, Including Closed Session Items, 9:00 a.m.

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

SPECIAL BOARD MEETING MINUTES
(Including Closed Session Items)
333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
12:00 p.m., Tuesday, December 3, 2024

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, December 3, 2024, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board of Education, called the meeting to order at 2:21 p.m.

The following Board Members were present: Dr. George McKenna, III, Dr. Rocío Rivas, Mr. Scott Schmerelson, Mr. Nick Melvoin, Ms. Kelly Gonez, and Board President Jackie Goldberg.

Ms. Tanya Ortiz Franklin was absent.

Superintendent Alberto M. Carvalho was also present.

CONSENT ITEMS

Items for action below to be adopted by a single vote:

NEW BUSINESS FOR ACTION

TAB 1: Board of Education Report No. 120 – 24/25
Approval of the Renewal Petition for Math and Science College Preparatory

TAB 2: Board of Education Report No. 121 – 24/25
Approval of the Renewal Petition for Stella Elementary Charter Academy

Mr. McLean read the following statements:

> Before action is taken on Board Report No. 120-24/25, Approval of the Renewal Petition for Math and Science College Preparatory, a public hearing must be held.
>
> This constitutes that public hearing, Approval of the Renewal Petition for Math and Science College Preparatory, and a maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

Before action is taken on Board Report No. 121-24/25, Approval of the Renewal Petition for Stella Elementary Charter Academy, a public hearing must be held.

This constitutes that public, Approval of the Renewal Petition for Stella Elementary Charter Academy, and a maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

Remarks were heard from Dr. Rivas.

The public comment speakers for items 1 and 2 waived their speaking time.

Remarks were heard from Dr. McKenna.

Mr. Schmerelson moved that the Consent Items be adopted.

Ms. Gonez seconded the motion.

On roll call vote, the Consent Items were adopted, 6 ayes and 1 absent (Ms. Ortiz Franklin).

MISCELLANEOUS BUSINESS

TAB 3: Receipt of the correspondence entitled Update on Conditional Approvals (Middle Performing Charter Schools) [022-24/25]

Ms. Goldberg explained that this item is an analysis of two charter schools—Animo Legacy Charter Middle School and Arts and Action Community Middle School—whose outcome data had not been previously available due to delays in state reporting related to COVID-19. This correspondence serves as an update on those schools.

Dr. Rivas requested that the Charter Schools Division provide staff with regular updates on the status of each school's conditions, rather than waiting until the schools come before the Board for renewal. This proactive approach will help the District address challenges early and ensure schools remain on track ahead of the renewal process.

Superintendent Carvalho stated that the District will monitor progress to ensure schools remain on track.

Ms. Gonez requested clarification on the renewal timeline for these schools.

José Cole-Gutiérrez, Director of the Charter Schools Division, was present via Zoom, however, due to technical difficulties, he could not be heard.

Ms. Marla Willmott, Administrative Coordinator for the Charter Schools Division, provided clarification on the renewal timeline, indicating that the schools are expected to be reviewed for renewal in Fall 2026.

Public comment speakers waived their speaking time.

Ms. Goldberg suggested that this is an opportune moment to go to Sacramento and advocate for a four-year moratorium on new charter schools in California. She cited anticipated federal efforts to fund private schools as a reason to strengthen support for existing public schools.

CLOSED SESSION ITEMS (Purpose and Authority)

Mr. McLean announced that the following items would be discussed in closed session:

1. Conference with Labor Negotiators (Government Code Section 54957.6)

   Negotiator: Dr. Murphy
   Employee Organizations:

   Associated Administrators of Los Angeles
   California School Employees Association
   Los Angeles County Building and Construction Trades Council
   Los Angeles School Police Association
   Los Angeles School Police Management Association
   Service Employees International Union, SEIU Local 99
   Teamsters
   United Teachers Los Angeles
   District Represented Employees and Contract Management Personnel

PUBLIC COMMENT

The following speakers addressed the Board on the subject indicated:

Tab 1: Conference with Labor Negotiators

- Diana Guillen, Parent
- Maria Daisy Ortiz, Community Member
- David Tokofsky, Community Member

- - -

The Board recessed the public portion of the special board meeting, including closed session items at 2:43 p.m. Closed session discussion began at 2:53 p.m. and ended at 4:05 p.m. The following Board Members were present: Dr. McKenna, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Gonez, and Board President Goldberg. Ms. Tanya Ortiz Franklin was absent.

- - -

The Board reconvened the public portion of the closed session meeting at 4:11 p.m.

The following Board Members were present: Mr. Schmerelson, Ms. Gonez, Board President Goldberg, Dr. Rivas and Mr. Melvoin.

Dr. McKenna and Ms. Tanya Ortiz Franklin were absent.

Mr. McLean announced that there were no reportable actions.

ADJOURNMENT

The meeting was adjourned at 4:12 p.m.

APPROVED BY THE BOARD:

JACKIE GOLDBERG PRESIDENT	MICHAEL MCLEAN EXECUTIVE OFFICER OF THE BOARD

mg

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

REGULAR MEETING MINUTES
333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd., Pacoima, CA 91331
11:00 a.m., Tuesday, June 17, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, June 17, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board, called the meeting to order at 11:01 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, Mr. Nick Melvoin, Ms. Kelly Gonez, and Board President Scott Schmerelson.

Ms. Karla Griego arrived at approximately 11:02 a.m.

Ms. Tanya Ortiz Franklin arrived at approximately 11:17 a.m.

Student Board Member Anely Cortez Lopez was absent.

Superintendent Alberto M. Carvalho was present.

Derek Martinez, a graduate from Bell High School (Board District 5), led the Pledge of Allegiance.

Mr. McLean read the LAUSD Land Acknowledgement.

BOARD PRESIDENT'S REPORTS

Board President Schmerelson made remarks congratulating the recent graduates and expressing gratitude to the Superintendent and staff for ensuring the safety of families during the ceremonies. He also acknowledged the challenges currently facing the immigrant community and shared resources available to all LAUSD families that will provide support.

LABOR PARTNERS

Adriana Salazar from Teamsters Local 572 recognized the Board for its efforts to ensure the safety of students and families during end-of-year events. She also commended and thanked the School Police for their presence at schools and District events, noting their role in providing protection. Ms. Salazar addressed ongoing labor negotiations, emphasizing the importance of bargaining in good faith so that the union and the District can collaboratively work toward effective solutions.

Monica Medrano, representing the Service Employees International Union (SEIU) Local 99, highlighted staffing shortages at schools, which often result in employees working outside of their job classifications to cover other assignments. She also underscored the need for a living wage.

Cecily Myartz Cruz, President of United Teachers Los Angeles (UTLA), spoke about the District's budget, stressing the importance of continuing to fund critical programs to support Black, immigrant and queer students. She also advocated for salary increases and expressed concerns about the option to reinstate school police on campuses.

Yvonne Wheeler, President of the Los Angeles County Federation of Labor, voiced strong support for SEIU Local 99 and urged the District to engage in good faith bargaining.

Mark Ramos, Chair of the Los Angeles County Democratic Party and President of United Food Commercial Workers Local 1428, echoed support of SEIU Local 99 and emphasized the importance of providing workers with a living wage.

Max Arias, representing SEIU Local 99, reiterated the union's call for wage increases and the need to improve staffing conditions across the District.

SUPERINTENDENT'S REPORTS

Superintendent Carvalho gave remarks on the District's budget and stabilization plan, highlighting increases in funding for the Black Student Achievement Plan (BSAP), Student Centers, including Dream Centers, and Arts programs in schools. He emphasized that there will be no furloughs or workforce reductions in the upcoming year.

ADVISORY COMMITTEE REPORTS

STUDENT ADVISORY COMMITTEE (SAC)

Andrew Stepanian, a student from Lake Balboa College Prep and SAC Officer, provided brief introductory remarks. Isabella Brent Tobar (SAC President), and Salah Meyan (SAC Vice President), presented the committee's proposals and recommendations, which included:

- Advancing equitable access to academic excellence
- Supporting AP/SAT success through early and ongoing preparation
- Expanding equitable access to college and career pathways
- Ensuring individualized guidance for English Learner success
- Building a culture of wellness through access and collaboration
- Developing the next generation of empowered student leaders

COMMUNITY ADVISORY COMMITTEE (CAC)

Ingrid Levy (CAC Chairperson), Christy Lacey (CAC Vice Chair), and Norma Gonzalez (CAC Secretary) presented the CAC's recommendations, informed by stakeholder feedback from across the District. Key recommendations included:

- Creating equitable access to student programs and educational opportunities
- Improve engagement with families of students receiving special education services
- Providing targeted special education training for families of students identified as English Learners and Black students with IEPs

- Increasing collaboration between the CAC and District partners
- Supporting effective administration of services and programs

PARENT ADVISORY COMMITTEE (PAC)

Diana Guillen, PAC Chairperson, outlined the committee's purpose —to review funding and programs serving foster youth, low-income students, and English learners. She was joined by PAC Board Members: Andrew Krown (Vice President), Lluvia Sainz (Secretary), Wendy Minas (Assistant Secretary), Eva Jackson (Public Relations), and Monica Arrazola (Parliamentarian).

The PAC presentation highlighted several challenges impeding the committee's ability to fulfill its mission. They also proposed organizational changes and shared feedback and recommendations regarding the Local Control and Accountability Plan (LCAP).

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

Fernando Paniagua, DELAC Chairperson, presented the committee's recommendations and comments, which focused on:

- Conducting comprehensive needs assessments
- Strengthening Master Plan/Dual Language Programs
- Ensuring proper teacher authorization
- Improving the consolidated application process

DELAC also shared comments on the LCAP and highlighted recent accomplishments by the committee.

SUPERINTENDENT'S REPORTS (continued)

The Superintendent gave brief remarks about the culmination of graduations.

CONSENT ITEM

Board President Schmerelson moved that the consent calendar be adopted.

Dr. Rivas seconded the motion.

Items for action below to be adopted by a single vote:

NEW BUSINESS FOR ACTION

Tab 3: BOARD OF EDUCATION REPORT NO. 389-24/25
Submission of 2025-26 Consolidated Application for Categorical Aid Programs

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Mr. McLean modified the Order of Business to allow action on a time certain.

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BOARD MEMBER RESOLUTIONS FOR ACTION

Dr. Rivas introduced the following resolution with a 1:00 p.m. time certain:

TAB 5: Dr. Rivas, Ms. Griego, Ms. Newbill, Ms. Gonez, Mr. Schmerelson - Ensuring a Sustainable, and Collaborative Community Schools Initiative (Res-080-24/25) (Noticed June 3, 2025)

Whereas, The Los Angeles Unified School District (District) has made a long-term investment in the Community Schools Initiative (CSI), implementing a holistic, student-centered model that supports student success by addressing academic, social, emotional, and community needs;

Whereas, The District's commitment to CSI has been reaffirmed through a series of Board resolutions including Res-098-16/17, Res-045-19/20, and Res-031-20/21, and aligns with the District's Strategic Plan, particularly Pillar 2: Joy and Wellness, which prioritizes social-emotional learning, mental health, and safe school environments, and Pillar 3: Engagement and Collaboration, which emphasizes authentic family and community partnerships;

Whereas, The Governing Board of the Los Angeles Unified School District's resolution "Sustaining, Deepening, and Expanding the District's Community Schools Initiative" (Res-031-20/21) directed the District to expand the CSI by investing $10 million annually and growing the cohort of Community Schools by 10 schools each year between 2022–2025, while allocating an additional $2 million annually to support project management, coaching, evaluation, and technical assistance;

Whereas, The success of the Community Schools Initiative relies on a clear funding structure and strong infrastructure that support whole-school transformation and student achievement by coordinating assets across the District in multiple areas, such as mental health, family engagement, school climate, and instructional quality;

Whereas, The Community Schools Initiative has accelerated academic growth, with Cohort 1 students increasing proficiency in both English and math and expanding Advanced Placement enrollment between 2018–19 and 2021–22, while similar schools declined. These schools serve 90 percent of students in poverty, 77 percent Latino students, 13 percent Black students, 27 percent English learners, and 18 percent students with disabilities – demonstrating the model's impact in improving outcomes for the District's most underserved communities;

Whereas, Since the inception of the Community Schools Initiative, District funds were directly assigned to a Community Schools Initiative program code, enabling clear financial tracking, accountability, and alignment with CSI's objective to coordinate across divisions to support its holistic, multi-tiered approach to student success; and the Division of Instruction is currently administering all District-allocated funding for the Community Schools Initiative, while the existing Community Schools Initiative program code is limited to managing external grant funds;

Whereas, The Community Schools Initiative is based on collaborative governance and shared leadership, with meaningful roles for school staff, families, students, and community partners in identifying priorities and shaping implementation through ongoing engagement and site-based decision-making; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to sustaining, deepening, and expanding the Community Schools Initiative as outlined in Res-031-20/21;
Resolved further, That the Superintendent shall ensure that all District-allocated funding for the Community Schools Initiative – including funding to support central infrastructure such as staffing, coaching, technical assistance, and implementation support – is budgeted through the existing Community Schools Initiative program code to promote fiscal transparency, enable oversight, and support coordinated implementation across divisions;

Resolved further, That this funding structure shall be used to support CSI implementation across the District's divisions, including but not limited to instruction, student mental health and wellness, school climate, restorative practices, family engagement, and evaluation;

Resolved further, That the Board commits to the continued implementation, expansion, and sustainability of the Community Schools Initiative by ensuring ongoing funding and support for both school-site capacity and central infrastructure. This includes, but is not limited to, a full-time Director, Community School Coaches, Community School Coordinators, support staff, and systems for professional learning, technical assistance, and continuous improvement necessary to uphold a high-quality, district-wide model;

Resolved further, That the Superintendent shall provide an annual report to the Board that includes input from the Community Schools Steering Committee and itemizes all CSI expenditures by function and division;

Resolved further, That the District and the Community Schools Steering Committee collaborate on assessing school sites, funding sources and necessary infrastructure for future cohorts, and report back to the Board by end of the 2025-2026 school year; and, be it finally

Resolved, That the District shall not reconfigure the CSI infrastructure or staffing without Board approval and shall continue to pursue additional funding from the State of California and philanthropic sources to sustain and scale the Community Schools model District-wide.

Ms. Griego gave remarks.

Dr. Rivas moved that the resolution be adopted.

Ms. Griego seconded the motion.

The following speakers addressed the Board on the item:

- Domonic Guerra, Student
- Dr. Cynthia Castillo, Community School Coordinator at Hawkins High School
- Sheena Boyd, Parent
- Karla Galdamez Terriquez, Community School Coordinator at Jefferson High School
- Arelia Valdivia, Executive Director of Reclaim our Schools Los Angeles
- Maria Sanchez, Parent
- Elizabeth Hernandez Castro, Parent
- Jovita Angel, CADRE

Board Members raised questions and concerns, which were addressed by Dr. Karla Estrada, Deputy Superintendent of Instruction, Pedro Salcido, Deputy Superintendent, Business Services and Operations and Dr. Frances Baez, Chief Academic Officer.

Board Members requested the budget impact of the resolution and whether it would be a one-time cost or an ongoing cost.

Sarah Valier, Deputy Budget Director and the Superintendent addressed questions regarding the budget impact.

On roll call vote, the resolution was adopted. The vote was 7 ayes.

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Mr. McLean resumed the Order of Business.

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CONSENT ITEMS (continued)

Speakers addressed the Board on the following items on the consent calendar:

TAB 3: Board of Education Report No. 389-24/25, Submission of 2025-26 Consolidated Application for Categorical Aid Programs

- Maria Daisy Ortiz, Community Member

Earlier in the meeting Board President Schmerelson moved that the consent calendar be adopted and Dr. Rivas seconded the motion.

On roll call vote, the report was adopted, 4 ayes, 3 absent (Dr. Rivas, Ms. Griego and Ms. Ortiz Franklin).

Later in the meeting, Dr. Rivas, Ms. Ortiz Franklin and Ms. Griego recorded votes of aye.

The final vote was 7 ayes.

NEW BUSINESS FOR ACTION

TAB 4: BOARD OF EDUCATION REPORT NO. 387-24/25
Approval of FY 2026 OIG Work Plan

The following speakers addressed the Board on the item:

- Matt Roethle, Parent
- Cozette, Parent
- Yulin Olliver, Parent
- Belinda Ma, Parent

Ms. Newbill moved that the report be adopted. Ms. Gonez seconded the motion.

On roll call vote, the report was adopted. The vote was 5 ayes, and 2 absent (Dr. Rivas and Mr. Schmerelson).

Later in the meeting Dr. Rivas and Mr. Schmerelson recorded votes of aye.

The final vote was 7 ayes.

- - -

Mr. McLean modified the Order of Business to allow action on a time certain.

- - -

BOARD MEMBER RESOLUTIONS FOR ACTION (continued)

Dr. Rivas introduced the following amended resolution:

TAB 7: Dr. Rivas, Ms. Ortiz Franklin, Ms. Griego - Upholding Our Constitutional Rights and Standing with Immigrant Communities (Res-086-24/25) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District (District) is home to one of the largest immigrant populations in the country, including millions of undocumented, mixed-status, and refugee families who contribute to the cultural, economic, and civic fabric of our communities;

Whereas, The District has both a legal duty and a moral responsibility to safeguard our schools against any policy, mandate, or directive that violates civil or human rights, endangers the dignity and safety of our students, educators, or families or undermines our constitutional protections such as due process, equal protection under the law, freedom of speech, and freedom from unreasonable searches and seizures;

Whereas, The District has reaffirmed its role as a sanctuary school district, committed to protecting the safety, rights, and educational access of all students and families, regardless of immigration status;

Whereas, Across the United States, including in Los Angeles, immigrant communities are under renewed attack through increased criminalization, dehumanizing rhetoric, and the rise of militarized responses to peaceful demonstrations, labor organizing, and community gatherings;

Whereas, Authoritarian and fascist movements, past and present, have sought to distort truth, stoke fear and division, target marginalized communities, blur the separation of powers, and seize control of public institutions – especially schools – to silence opposition and concentrate power;

Whereas, The deployment of militarized federal agents, armed forces, and National Guard personnel, into Los Angeles neighborhoods, without invitation from state and local officials or consultation with community stakeholders, undermines public trust, disrupts community wellbeing, and threatens our democratic principles;

Whereas, The presence of Immigration and Customs Enforcement (ICE) or any federal immigration enforcement agents on or near school campuses, or in connection with school operations, has a chilling effect on student attendance, family engagement, and school climate, particularly for undocumented and mixed-status communities;

Whereas, Immigrant residents are vital members of our communities – raising families, contributing to our schools and economy, building civic life, and advancing social justice – and deserve to live and work with dignity, safety, and respect;

Whereas, Immigration raids, racial profiling, surveillance, and the detaining of individuals in workplaces, courthouses, or our neighborhoods without warrants or regard for due process violates our fundamental rights and contradicts the values of equity and justice that LAUSD upholds; and

Whereas, Community members, advocates and union members have shown courageous leadership in standing with immigrant families, and must be protected from criminalization or retaliation for exercising their fundamental rights and advocating for justice; now, therefore, be it

Resolved, That the Governing Board of Education of the Los Angeles Unified School District reaffirms that all schools in the Los Angeles Unified School District are sanctuary spaces that protect the rights of every student, educator, staff, and family member – free from harassment, political intimidation, and cooperation with agencies engaged in unconstitutional or unethical actions, including immigration enforcement;

Resolved further, That the Board condemns the militarization of immigrant communities, including any uninvited deployment of federal agents, National Guard personnel, in our schools and communities without local request and transparent civilian oversight;

Resolved further, That the Board calls for the immediate rescission of the order to federalize the California National Guard, and the withdrawal of any National Guard and Immigration and Customs Enforcement (ICE), or armed forces presence related to federal immigration actions in or near schools, communities, or the general vicinity of school campuses, school-related activities, and District partnerships or operations;

Resolved further, That the Board calls for the immediate access of all detainees to their families and to legal counsel;

Resolved further, That the Board affirms the lawful and constitutionally protected actions of all individuals who have peacefully assembled to oppose federal overreach, the erosion of constitutional principles, and recent immigration raids in Los Angeles. The Board condemns the criminalization of such actions and calls for the full exoneration of all individuals unjustly targeted for peacefully exercising their rights;

Resolved further, That the Board calls on all levels of government to uphold the constitutional rights of immigrants and citizens alike, including the right to due process, freedom from racial profiling, and the right to work, live, and advocate without fear of intimidation or criminalization;

Resolved further, That the Superintendent shall ensure all relevant District divisions will work with community-based partners to inform immigrant students, families, and staff of their rights and to uphold the constitutional rights of our students ~~protect them from harm~~; and, be it finally

Resolved, That the Board affirms its unwavering commitment to building a community rooted in dignity, equity, and justice for all, and urges public leaders to reject the criminalization of immigrant communities and instead stand with them in solidarity and action.

Remarks were heard from concerned parents, Emma and Stephanie, regarding the immigration raids affecting their families and the community. Furthermore, Dashel, a recent high school graduate, shared his experiences related to his father's detention by Immigration and Customs Enforcement, highlighting the emotional and financial strain this situation has placed on his family.

Remarks were heard from Board Members.

Ms. Gonez proposed the following friendly amendments:

The following was added after the 9th Whereas:

Whereas, We have now witnessed multiple disturbing incidents in which children have been forcibly separated from their parents in their communities, ripped from their families' arms, left outside federal facilities and other locations without adult supervision, alone, scared, and traumatized exposing them to serious emotional harm and violating basic standards of human decency and child welfare;

The following was added after the 6th Resolved:

Resolved further, That the board vehemently denounces the detainment and deportation efforts of parents and their children while in the process of attending legally required immigration court proceedings, which have directly affected several LAUSD students and their families;

Resolved further, That the District commits to continue the measures it has taken in the wake of the recent immigration raids throughout the Summer of Learning to ensure that our students, families and school communities are directly informed when ICE presence is confirmed, to protect student safety, reduce fear and confusion, and uphold the District's sanctuary commitments;

Resolved further, That the Board urges all relevant federal, state, and local agencies to immediately prohibit the separation of children from their families during immigration enforcement and deportation proceedings, and to ensure that no child is placed in isolated or inhumane detention conditions, including cages or facilities lacking proper oversight, support services, or family contact. The District calls for full transparency and independent monitoring of any facility where children may be held to safeguard their rights, dignity, and well-being;

The 10th Resolve will read as follows:

Resolved further, That the Superintendent shall ensure all relevant District divisions including the Office of Government Relations and Division of School of Operations in collaboration with the Office of Student, Family and Community Engagement, will work with community-based partners to inform immigrant students, families, and staff of their rights and to protect them from harm and to establish a

streamlined, multilingual communication system in partnership with the City of Los Angeles, local cities, County agencies, and trusted community-based organizations to coordinate and respond to confirmed Immigration and Customs Enforcement (ICE) sightings near schools or within District boundaries, in order to notify and prepare school sites, families, and students while prioritizing safety, legal rights, and trauma-informed support;

The following was added after the 10th Resolve:

Resolved further, That the District is directed to establish clear and standardized protocols, including methods to verify immigration enforcement actions and the breadth of the radius of required school notifications within impacted neighborhoods and communities;

Dr. Rivas accepted the amendments as friendly.

Remarks were heard from the Superintendent.

The following speakers addressed the Board on the item:

- Vicky Montes, College Advisor
- Sam, The Coalition of Humane Immigrant Rights (CHIRLA)

Mr. McLean announced that a simultaneous vote would be taken for the waiver of Board Rule 72 and the resolution.

Mr. Schmerelson moved that the waiver and resolution be adopted. Ms. Gonez seconded the motion.

On roll call vote, the waiver of Board Rule 72 and the amended resolution (version 2), were both adopted. The vote was 7 ayes.

The final resolution reads as follows:

> Dr. Rivas, Ms. Ortiz Franklin, Ms. Griego, Mr. Melvoin, Mr. Schmerelson, Ms. Newbill, Ms. Gonez - Upholding Our Constitutional Rights and Standing with Immigrant Communities (Res-086-24/25) (Waiver of Board Rule 72)
>
> Whereas, The Los Angeles Unified School District (District) is home to one of the largest immigrant populations in the country, including millions of undocumented, mixed-status, and refugee families who contribute to the cultural, economic, and civic fabric of our communities;
>
> Whereas, The District has both a legal duty and a moral responsibility to safeguard our schools against any policy, mandate, or directive that violates civil or human rights, endangers the dignity and safety of our students, educators, or families or undermines our constitutional protections such as due process, equal protection under the law, freedom of speech, and freedom from unreasonable searches and seizures;
>
> Whereas, The District has reaffirmed its role as a sanctuary school district, committed to protecting the safety, rights, and educational access of all students and families, regardless of immigration status;
> Whereas, Across the United States, including in Los Angeles, immigrant communities are

under renewed attack through increased criminalization, dehumanizing rhetoric, and the rise of militarized responses to peaceful demonstrations, labor organizing, and community gatherings;

Whereas, Authoritarian and fascist movements, past and present, have sought to distort truth, stoke fear and division, target marginalized communities, blur the separation of powers, and seize control of public institutions – especially schools – to silence opposition and concentrate power;

Whereas, The deployment of militarized federal agents, armed forces, and National Guard personnel, into Los Angeles neighborhoods, without invitation from state and local officials or consultation with community stakeholders, undermines public trust, disrupts community well-being, and threatens our democratic principles;

Whereas, The presence of Immigration and Customs Enforcement (ICE) or any federal immigration enforcement agents on or near school campuses, or in connection with school operations, has a chilling effect on student attendance, family engagement, and school climate, particularly for undocumented and mixed-status communities;

Whereas, Immigrant residents are vital members of our communities – raising families, contributing to our schools and economy, building civic life, and advancing social justice – and deserve to live and work with dignity, safety, and respect;

Whereas, Immigration raids, racial profiling, surveillance, and the detaining of individuals in workplaces, courthouses, or our neighborhoods without warrants or regard for due process violates our fundamental rights and contradicts the values of equity and justice that LAUSD upholds;

Whereas, We have now witnessed multiple disturbing incidents in which children have been forcibly separated from their parents in their communities, ripped from their families' arms, left outside federal facilities and other locations without adult supervision, alone, scared, and traumatized exposing them to serious emotional harm and violating basic standards of human decency and child welfare, and

Whereas, Community members, advocates, and union members have shown courageous leadership in standing with immigrant families, and must be protected from criminalization or retaliation for exercising their fundamental rights and advocating for justice; now, therefore, be it

Resolved, That the Governing Board of Education of the Los Angeles Unified School District reaffirms that all schools in the Los Angeles Unified School District are sanctuary spaces that protect the rights of every student, educator, staff, and family member – free from harassment, political intimidation, and cooperation with agencies engaged in unconstitutional or unethical actions, including immigration enforcement;

Resolved further, That the Board condemns the militarization of immigrant communities, including any uninvited deployment of federal agents, National Guard personnel, in our schools and communities without local request and transparent civilian oversight;

Resolved further, That the Board calls for the immediate rescission of the order to federalize the California National Guard, and the withdrawal of any National Guard, and Immigration and Customs Enforcement (ICE), or armed forces presence related to federal immigration actions in or near schools, communities, or the general vicinity of school campuses, school-related activities, and District partnerships or operations, related to federal immigration actions;

Resolved further, That the Board calls for the immediate access of all detainees to their families and to legal counsel;

Resolved further, That the Board affirms the lawful and constitutionally protected actions of all individuals who have peacefully assembled to oppose federal overreach, the erosion of constitutional principles, and recent immigration raids in Los Angeles. The Board condemns the criminalization of such actions and calls for the full exoneration of all individuals unjustly targeted for peacefully exercising their rights;

Resolved further, That the Board calls on all levels of government to uphold the constitutional rights of immigrants and citizens alike, including the right to due process, freedom from racial profiling, and the right to work, live, and advocate without fear of intimidation or criminalization;

Resolved further, That the board vehemently denounces the detainment and deportation efforts of parents and their children while in the process of attending legally required immigration court proceedings, which have directly affected several LAUSD students and their families;

Resolved further, That the District commits to continue the measures it has taken in the wake of the recent immigration raids throughout the Summer of Learning to ensure that our students, families and school communities are directly informed when ICE presence is confirmed, to protect student safety, reduce fear and confusion, and uphold the District's sanctuary commitments;

Resolved further, That the Board urges all relevant federal, state, and local agencies to immediately prohibit the separation of children from their families during immigration enforcement and deportation proceedings, and to ensure that no child is placed in isolated or inhumane detention conditions, including cages or facilities lacking proper oversight, support services, or family contact. The District calls for full transparency and independent monitoring of any facility where children may be held to safeguard their rights, dignity, and well-being;

Resolved further, That the Superintendent shall ensure all relevant District divisions including the Office of Government Relations and Division of School of Operations in collaboration with the Office of Student, Family and Community Engagement, will work with community-based partners to inform immigrant students, families, and staff of their rights and to protect them from harm and to establish a streamlined, multilingual communication system in partnership with the City of Los Angeles, local cities, County agencies, and trusted community-based organizations to coordinate and respond to confirmed Immigration and Customs Enforcement (ICE) sightings near schools or within District boundaries, in order to notify and prepare school sites, families, and students while prioritizing safety, legal rights, and trauma-informed support;

Resolved further, That the District is directed to establish clear and standardized protocols, including methods to verify immigration enforcement actions and the breadth of the radius of required school notifications within impacted neighborhoods and communities;

Resolved further, That the Superintendent shall ensure all relevant District divisions will work with community-based partners to inform immigrant students, families, and staff of their rights and to uphold the constitutional rights of our students; and, be it finally

Resolved, That the Board affirms its unwavering commitment to building a community rooted in dignity, equity, and justice for all, and urges public leaders to reject the criminalization of immigrant communities and instead stand with them in solidarity and action.

Mr. Melvoin introduced the following resolution:

TAB 6: Mr. Melvoin, Ms. Gonez, Mr. Schmerelson - Standing with Pride: Honoring LGBTQ+ Communities and Reaffirming LAUSD's Commitment to Safe, Inclusive Schools (Res-084-24/25) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District (District) is committed to celebrating the diverse backgrounds and identities present in our schools as a means of disrupting the generational, systemic manifestations of discrimination, racism, and bigotry affecting our communities;

Whereas, Pillar 2 of the District's 2022-2026 Strategic Plan focused on Joy and Wellness describes its commitment to designing and sustaining welcoming, safe, environmentally friendly, affirming, and inclusive learning environments for all students, staff, and employees;

Whereas, According the Centers for Disease Control and Prevention (CDC), approximately 24% of high school students in the United States identify as lesbian, gay, bisexual, transgender, queer, intersex, asexual, gender nonconforming, and gender fluid (LGBTQ+);

Whereas, LGBTQ+ youth face significantly elevated mental health risks compared to their non LGBTQ+ peers, due largely to stigma, discrimination, and lack of social support. CDC's Youth Risk Behavior Survey (YRBS) found that 69% of LGBTQ+ students reported persistent feelings of sadness or hopelessness, compared to 35% of heterosexual students. Tragically, LGBTQ+ youth were more than twice as likely to attempt suicide compared to their heterosexual peers;

Whereas, In June 2023, the Governing Board of the Los Angeles Unified School District (Board) passed Res-024-22/23 entitled, "Taking PRIDE in LA Unified's LGBTQ+ Community" aimed at fostering an inclusive, affirming, and safe environment for LGBTQ+ students, staff, and families; and

Whereas, In November 2024, The Board passed Res-035-24/25 entitled, "Affirms that LAUSD Will Remain an Inclusive, Safe, and Welcoming Environment for All" which called on the District to protect and defend students, families, and staff from the harm intended by Project 2025 which posed a serious threat to LGBTQ+ students and staff; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District (Board) hereby proclaims and commemorates June 2025 as LGBTQ+ Pride Month aimed at celebrating LGBTQ+ identities, culture, and achievements and honoring the history of resistance against oppression and violence;

Resolved further, That the Los Angeles Unified District (District) reaffirms its commitment that all LGBTQ+ students and staff feel safe, heard, and respected. The District shall continue to advocate for equity, inclusion, and protection under the law and will support LGBTQ+ youth, families, and communities; and, be it finally

Resolved, That the District shall ensure that staff are aware of all available resources for LGBTQ+ students, staff, and families, especially those experiencing mental health issues, including resources on the District's Human Relations, Diversity, and Equity Division website to ensure they feel seen and affirmed in their identities.

Remarks were heard from Board Members and the Superintendent.

The following speakers addressed the Board on the item:

- Sikivu Hutchinson, Black LGBTQ Parent Group, Women's Leadership Project, Rainbow Education Coalition
- Anthony Ayala, Genders & Sexualities Alliances (GSA) Network
- Trevor Ladner, One Institute
- Gina Naranjo, Parent

Dr. Rivas moved that the resolution be adopted. Ms. Gonez seconded the motion.

On roll call vote, the resolution was adopted. The vote was 7 ayes.

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Mr. McLean resumed the Order of Business.

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NEW BUSINESS FOR ACTION (continued)

TAB 2: BOARD OF EDUCATION REPORT NO. 388-24/25
Application for Exemption from the Required Expenditures for Classroom Teachers' Salaries

Ms. Gonez recommended that staff provide a presentation on the item to address recent updates related to historical calculations.

No public speakers were present to speak on the item and staff was unavailable to present at that time, Mr. McLean moved forward with Board Member resolutions.

BOARD MEMBER RESOLUTIONS FOR ACTION (continued)

Ms. Gonez moved and introduced the following resolution:

TAB 8: Ms. Gonez - Budgeting Based on Equity and Student Need (Res-085-24/25) (Waiver of Board Rule 72)

Whereas, Public education in California has faced decades of underfunding, and the state ranked 33rd in public education spending in fiscal year 2019-2020 before the influx of COVID-19 relief dollars;

Whereas, The Governing Board of the Los Angeles Unified School District (LAUSD) is committed to providing all students with a high-quality public education and ensuring sufficient staffing to make our schools successful;

Whereas, Our students need and deserve as many resources and supports as possible to be successful in their education and growth, a need only exacerbated by unprecedented federal attacks against the communities we serve;
Whereas, The Board committed to evaluating proposals based on equity as defined in the "Accelerating Achievement through Equity in Action" resolution (Res-003-21/22);

Whereas, LAUSD includes over 70,000 committed employees who work hard every day to ensure our students can learn, grow, and thrive in safe, clean and supportive schools;

Whereas, The Board is considering a Fiscal Stabilization Plan, as required in Education Code (EC 4213), that seeks to address a structural deficit and ensure the school district's budget remains sustainable for the next three years; and

Whereas, School district budget reductions during the Great Recession in 2008 had a disproportionate impact on high-needs students and schools, who lost funding and staff at greater
levels than other schools, providing valuable lessons for future budgets;

Whereas, The public deserves transparency and opportunities to weigh in on changes to the District's budget prior to their implementation; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District, in its upcoming
budget development and accompanying fiscal stabilization plan, shall ensure sufficient staffing at
school sites and ensure that the Los Angeles Unified School District's budget:

- Center students' needs
  - Any potential budgetary adjustment under consideration should be first and foremost evaluated for its impact on students, particularly the most vulnerable student groups.
  - The Board will protect essential student services as much as possible, including engaging and rigorous classroom instruction, school safety and supervision, cleanliness, nutrition, timely transportation, socioemotional and mental health support, strong school leadership, and before and after school care.
- Prioritize equity
  - Wherever possible, any budget changes shall be made on the basis of equity, protecting schools and services dedicated to the highest needs

populations, including Highest and High SENI schools and BSAP schools, rather than by treating all schools the same.

- Recognize the value of all employees
    - Noting that staff, both classified and certificated, are critical to the success of students, the Board will seek to preserve jobs and ensure the maintenance of services and supports and work in meaningful collaboration with labor partners to identify solutions.

Resolved further, That the Board will thoroughly consider and be the ultimate decision-maker of the trade-offs of budget investments. Recognizing the financial reality confronting the District, the Board will consider both short- and long-term reductions and new investments, including those made apart from the District's budgeting process, with the above criteria in mind; and, be if finally

Resolved, That the Board commits to transparency in the implementation of the Fiscal Stabilization plan. In addition to the First and Second Interim updates in December and March, where updates and adjustments to the Fiscal Stabilization plan can be considered, the Board will discuss the plan and budget updates at two or more public Committee of the Whole meetings before December, and that the Board directs the relevant District staff to hold regional town hall meetings in the fall and utilize online surveys that are culturally and linguistically accessible to gather diverse stakeholder feedback from students, families, and school staff on the development of the District's budget and the guiding principles listed herein.

Ms. Ortiz Franklin seconded the motion.

The following speakers addressed the Board on the item:

- Day Son, Catalyst California
- Valerie Manzo, Student
- Francisco Adauto, Urban Visionaries
- Steven Ortega, InnerCity Struggle
- Christian Flagg, Community Coalition, Equity Alliance, Police Free LAUSD Coalition
- Norma Gonzalez, Parent

Remarks were heard from Dr. Rivas who proposed friendly amendments.

Ms. Newbill expressed concerns about the resolution.

Remarks were heard from Board Members.

Ms. Griego proposed a friendly amendment.

Ms. Gonez accepted the amendment as friendly.

Mr. McLean read the amendments into the record and noted that they would also be posted on the website for public viewing.

Second to last Resolve:

Resolved, That the Board commits to transparency in the ~~finalization and~~ implementation of the Fiscal Stabilization plan. In addition to the First and Second Interim updates in December and March, where updates and adjustments to the Fiscal Stabilization plan can be considered, the Board will discuss the plan and budget updates at two or more public Committee of the Whole meetings before December, and that the Board directs the relevant District staff to hold at least one ~~regional~~ town hall meeting~~s~~ in each Board District in collaboration with the Board Member offices ~~in~~ during the fall and utilize online surveys that are culturally and linguistically accessible to gather diverse stakeholder feedback from students, families, and school staff on the development of the District's budget and the guiding principles listed herein.

Last Resolve:

Resolved, That prior to the fall committee of the whole meetings, tis District publish an equity impact analysis, in accordance with Reso-003-21/22, to assess impacts to high need student groups (emergent bilinguals, students with disabilities, Black students, unhoused students, LGBTQIA+ students, and students in foster care) and school types (highest/high SENI, BSAP, Community Schools, Priority Schools, Linked Learning/CTE, etc.); and publish a department-level review of consulting contracts, administrative overhead, and central office expenditures and present options to the Board for reprioritization.

After discussion, Ms. Gonez moved that the waiver of Board Rule 72 be approved.

Dr. Rivas seconded the motion.

On roll call vote, the waiver was approved. The vote was 6 ayes, 1 no (Ms. Newbill).

Ms. Gonez moved that the amended resolution (version 2) be adopted.

Dr. Rivas seconded the motion.

On roll call vote, the resolution was adopted as amended. The vote was 6 ayes, 1 no (Ms. Newbill).

- - -

Mr. McLean modified the Order of Business to allow for the Public Comment speakers.

- - -

PUBLIC COMMENT

Maki Draper, LAUSD Alumni	Support for queer and undocumented students and the Black Student Achievement Plan (BSAP)
Kya Bailey, LAUSD Employee & Parent	Support for queer and undocumented students and BSAP
Jordyn Tesfamariam and Enijah Johnson, Students	Support for Student Equity Needs Index (SENI) funds
Indira Partida, LAUSD Alumni	Support for queer and undocumented students
Thakur Singh, Student	Virtual Academy
Channing Martinez, Strategy Center	Support for queer and undocumented students and BSAP

Dominic Guerra, Student	Support for an equitable budget
Vanessa, Student	Support for queer and undocumented students and BSAP
Kenyetta Gray, Parent	Support for BSAP and Community Based Safety Programs
Angel Carrillo, Student	Support for SENI
Daniel Sierra, Student	Support for Dream Centers, BSAP and LGBTQ programs
Katherine Aviles, Student	Support for SENI Funding
Emily Baltierra, Student	Support for queer and undocumented students and BSAP/SENI
Diana Guillen, Parent	Immigrant Community
Maria Ruiz, Parent	Support for SENI
Alex Halo, LAUSD Alumni	Virtual Academy
Lupita Varela, Student	Virtual Academy
Kristhofer, Student	Virtual Academy

- - -

Mr. McLean modified the Order of Business to allow for the Public Hearings.

- - -

PUBLIC HEARINGS

TAB 9: Adoption of the Proposed 2025-26 Budget Rep #336-24/25 (073-24/25)

TAB 10: Adoption of the 2025 LAUSD Local Control and Accountability Plan and Presentation of the 2025 State Accountability Dashboard Local Indicators File (074-24/25)

TAB 11: Adoption of the 2025 LAUSD Affiliated Charter Schools Local Control and Accountability Plans and Presentation of the 2025 State Accountability Dashboard Local Indicators for Affiliated Charters (075-24/25)

Mr. McLean read the following public hearing statement:

> This is for Tabs 9, 10, and 11. The Adoption of the Proposed 2025-26 Budget, Adoption of the 2025 LAUSD Local Control and Accountability Plan and Presentation of the 2025 State Accountability Dashboard Local Indicators File, and Adoption of the 2025 LAUSD Affiliated Charter Schools Local Control and Accountability Plans and Presentation of the 2025 State Accountability Dashboard Local Indicators for Affiliated Charters.
>
> This constitutes a public hearing for those three items that have been read, a maximum of 45 individuals who wish to address the Board on these items will be heard. Each speaker will be able to make a two-minute presentation. Those who wish to speak should sign up online.

The Superintendent addressed the budget, reaffirming that there will be no reductions for fiscal year 2026. However, he highlighted the District's structural deficit and emphasized the need for flexible guardrails that can adjust to changing economic conditions and realities.

William Johnston, Senior Executive Director of Strategy, provided an overview of the 2025-26 Local Control and Accountability Plan (LCAP) and Local Indicators. He explained the purpose of the LCAP, its alignment with the District's budget processes, and the role of stakeholder engagement in its development and evaluation. Key components of the LCAP and Local Indicators were reviewed and

discussed.

Chris Mount, Chief Financial Officer, presented the proposed budget for fiscal year 2025-2026. He highlighted planned investments in key programs, including BSAP, the arts, and SENI. Additionally, he shared multi-year financial projections and addressed elements of the District's fiscal stabilization plan.

Board Members raised questions and concerns, which were addressed by Chris Mount, the Superintendent and Pedro Salcido, Deputy Superintendent of Business Services and Operations.

The following speakers addressed the Board on the items:

- Maria Luisa Palma, Oleada Inc.
- Adriana Alvarado, Parent
- Rafael Dominguez, LAUSD Employee
- Maria Daisy Ortiz, Community Member
- Keshawn Hamler, LAUSD Alumni
- Diana Guillen, Parent
- Anthony Ayala, GSA Network
- Mau Trejo, Students Deserve
- Juan Jose Mangandi, Community Member
- Christian Flagg, Community Coalition
- Melissa Palacios, Promesa Boyle Heights
- David Tokofsky, Community Member
- Kayla Lawrence, Partnership Policy and Advisory Equity Camp Board
- Marcela Garcia, Parent
- Lluvia Sainz, Parent
- Erlinda Morita, Parent
- Concerned Parent

Mr. McLean read the following statement:

> The Board will be taking action on the Proposed Los Angeles Unified School District 2025-26 Budget, the 2025 LAUSD LCAP, and the Affiliated Charter Schools' 2025 LCAP at the June 24, 2025, Board Meeting. Charter petitions denied may be submitted directly to the Los Angeles County Office of Education or directly to the State for action.

Board Members raised questions and concerns, which were addressed by Chris Mount, Pedro Salcido, the Superintendent, and Karla Estrada, Deputy Superintendent of Instruction.

Mr. Melvoin requested information on the cost per employee for CalPERS' contribution.

- Mr. Mount explained that contributions are based on an employee's pay, meaning higher pay results in a higher contribution. He also offered to provide an example using a specific salary to show the corresponding contribution.

Dr. Rivas requested a list of services currently outsourced by central staff that could potentially be performed internally. The list should include categories such as data analysis, project management, and grant applications.

Dr. Rivas further requested the creation of a public-facing dashboard to track contracting trends, benchmark progress by category, cost and department.

Ms. Gonez requested information on the level of central Full-Time Equivalent (FTE) reductions necessary to achieve the desired savings.

She also requested an analysis of the potential impact on services at school sites, and school site staffing, to better understand the downstream effects on staffing.

- The Superintendent confirmed that this information would be provided in the coming year but emphasized that minimizing the impact of the workforce is a top priority.

Ms. Gonez further requested an assessment of how essential central services/functions would be preserved.

Ms. Newbill requested information on the changes in FTEs noted in Section II of the budget book.

- Nirupama Jayaraman, Director, Budget Services and Financial Planning Division, addressed some of these changes and stated that notes would be provided for each department to clarify the changes in numbers.

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Mr. McLean resumed the Order of Business.

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NEW BUSINESS FOR ACTION (continued)

TAB 1: BOARD OF EDUCATION REPORT NO. 384-24/25
Adoption of the 2025-26 Fiscal Stabilization Plan

Mr. Schmerelson moved that the report be adopted. Mr. Melvoin seconded the motion.

The following speakers spoke on the item:

- Angelica Salazar, Partnership for Los Angeles Schools and the Equity Alliance
- Leea Driskell, Partnership for Los Angeles Schools

Later in the meeting Dayana De La Torre (GPSN) also spoke on the item.

Mr. McLean temporarily halted the discussion on the item in order to adhere to board rules and facilitate a vote to extend the meeting. A motion was made by Mr. Schmerelson to extend the meeting past 8 p.m. Dr. Rivas seconded the motion, which was subsequently adopted. The vote was 5 ayes, and 2 absent (Ms. Gonez and Ms. Ortiz Franklin). Following the vote, Mr. McLean returned to the agenda, and Board Members resumed their discussion on Tab 1.

On roll call vote, the report did not pass. The vote was 3 ayes, 2 abstentions (Dr. Rivas and Ms. Griego), and 2 absent (Ms. Gonez and Ms. Ortiz Franklin). The roll call was left open to allow the remaining Board Members to cast their votes.

The following discussion took place during the roll call vote:

Dr. Rivas raised concerns about the report and explained her decision to abstain.

Ms. Griego also expressed concerns and inquired whether the report needed to be voted on during the meeting.

Mr. Mount clarified that while the report did not need to be voted on immediately, it would need to be addressed before the budget is submitted to avoid issues.

Ms. Griego requested that the vote on the report be postponed until the following week.

Mr. McLean noted that the vote had already been moved, seconded and was in progress, meaning the item needed to be voted on.

The Superintendent and Mr. Mount clarified that the stabilization plan would not take effect until fiscal year 2027, and there would still be opportunities to make modifications to the plan.

Ms. Griego reiterated her concerns as the reason for abstention and expressed hope for continued discussion on the matter.

Later in the meeting, Ms. Gonez recorded a vote of no, and Ms. Ortiz Franklin recorded a vote of aye.

The report was adopted. The final vote was 4 ayes, 2 abstentions (Dr. Rivas and Ms. Griego), and 1 no (Ms. Gonez).

TAB 2: BOARD OF EDUCATION REPORT NO. 388-24/25
Application for Exemption from the Required Expenditures for Classroom Teachers' Salaries

Mr. Schmerelson moved that the report be adopted. Mr. Melvoin seconded the motion.

Mr. Mount gave a brief presentation on the item explaining that this covers the resubmission of the waiver for fiscal year 2024. The audit finding with the county indicated that the District had not met the 55% expenditure requirement. However, he clarified that upon reevaluation of the formula used, it was found that the formula had been misapplied, and in fact, the District had met the 55% requirement. Despite this, since the audit and fiscal year's books have been closed, the county still requires that the Board approve a waiver.

Ms. Griego expressed concerns about the submission of the waiver since the requirement has been met. She requested that an additional document explaining the situation accompany the waiver.

The Superintendent and Mr. Mount stated that an alternative would be to commission a new audit; however, this would be very costly. Mr. Mount also noted that the waiver does not allow for additional commentary but assured the Board that the county is aware of the situation and that he can share the communications with the county about this.

Ms. Griego requested to postpone the item and requested to review communications with the county.

Pedro Salcido noted that the board report accompanying this item outlines the change in methodology and provides a narrative of the situation. He also pointed out that this report is a public document and

will be included in the official record when action is taken on it.

After discussion with General Counsel, Mr. McLean stated that once a motion has been seconded it can no longer be withdrawn, and action must be taken.

Board Members raised additional questions and concerns, which were addressed by Mr. Mount and Mr. Salcido.

On roll call vote, the report was adopted. 5 ayes, and 2 noes (Dr. Rivas and Ms. Griego).

ADJOURNMENT

By general consent the meeting adjourned at 8:30 p.m.

APPROVED BY THE BOARD:

MR. SCOTT SCHMERELSON PRESIDENT	MR. MICHAEL MCLEAN EXECUTIVE OFFICER OF THE BOARD

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BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

REGULAR BOARD MEETING MINUTES
Including Closed Session Items
333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd., Pacoima, CA 91331
10:00 a.m., Tuesday, August 5, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, August 5, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board of Education, called the meeting to order at 10:02 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, Mr. Nick Melvoin, Ms. Karla Griego, and Board President Scott Schmerelson.

Ms. Kelly Gonez joined the meeting remotely at approximately 10:05 a.m. and stated that her remote attendance was due to childcare.

Ms. Tanya Ortiz Franklin arrived at approximately 10:06 a.m.

Dr. Karla Estrada, Deputy Superintendent of Instruction, occupied Superintendent Alberto M. Carvalho's seat until his arrival at approximately 10:37 a.m.

CLOSED SESSION ITEMS (Purpose and Authority)

Mr. McLean announced that the following items would be discussed in closed session:

1. Student Discipline Matters (Education Code Section 48918[c][f])

2. Personnel (Government Code Section 54957)

   Public Employee Discipline/Dismissal/Release

   Superintendent's Evaluation

   Inspector General's Evaluation

3. Conference with Legal Counsel

   Pending Litigation (Government Code Section 54956.9[d][1])

   C.S. v. Los Angeles Unified School District, et al.
   Los Angeles Superior Court Case No. 22CMCV00679

Doe, John M.F v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 22CMCV00501

Doe, Jane R.D. et al. v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. BC644474

Martha Gonzales v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 22STCV33306

Anticipated Litigation (Government Code Section 54956.9[d][4])

2 cases

4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy
Employee Organizations:

Associated Administrators of Los Angeles/ Teamsters 2010
California School Employees Association
Los Angeles County Building and Construction Trades Council
Los Angeles School Police Association
Los Angeles School Police Management Association
Service Employees International Union, SEIU Local 99
Teamsters
United Teachers Los Angeles
District Represented Employees and Contract Management Personnel

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Tab 1: Student Discipline Matters
- Dr. James Fetzer, Ph.D., Philosophy Emeritus

Tab 2: Personnel
- David Tokofsky, Community Member
- Sofi Ryan, APSAC
- Matt Roethle, Parent
- Cesar Chaparro, Community Member
- Sara Roos, Parent of LAUSD Alumni
- David De La Cruz, Community Member

Tab 4: Conference with Labor Negotiators
- Monique Lukens, Teacher

General Public Comment

Bridie Lee, Schools Beyond Screens	Student screen time in the classroom
Diana Guillen, Parent	Parent voices and helping the immigrant community
Maria Daisy Ortiz, Community Member	Parent concerns
Juan Jose Mangandi, Community Member	Parent concerns
Lila Byock, Schools Beyond Screens	Student screen time in the classroom
Aaron Craig, Schools Beyond Screens	Student screen time in the classroom
Karina Lopez, Parent	Support of school police
Marcela Garcia, Parent	School safety and support for School Police
Concerned Parent	Equity
Chris Reddington, Parent	Hiring freeze
Raquel Diaz, Parent	Protect immigrant children & support for school police
Isabel, Parent	Strengthen academics
Anya Meksin, Schools Beyond Screens	Student screen time in the classroom

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The Board recessed the public portion of the closed session meeting at 10:58 a.m. Closed session discussion began at 11:08 a.m. and ended at 2:58 p.m. The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Ortiz Franklin and Board President Schmerelson. Ms. Gonez attended remotely. The Superintendent was also present.

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The Board reconvened the public portion of the closed session meeting at 3:03 p.m.

The following Board Members were present: Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Ortiz Franklin, and Board President Schmerelson.

Ms. Newbill arrived at 3:04 p.m.

Ms. Gonez was absent.

Mr. McLean announced the following reportable actions resulting from the closed session discussion:

- The Board of Education approved the expulsion of students in case numbers, 001-25/26, 002-25/26, 003-25/26, and 004-25/26, with the recommended dispositions. The vote was 7 ayes.

- The Board of Education authorized the dismissal of 3 classified employees. The vote was 7 ayes.

- The Board of Education authorized the demotion of 1 certificated employee. The vote was 7 ayes.

- The Board of Education authorized the settlement in the following cases:
  - C.S. v. Los Angeles Unified School District, et al.
  - Doe, John M.F v. Los Angeles Unified School District, et al.
  - Doe, Jane R.D. et al. v. Los Angeles Unified School District, et al.
  - Martha Gonzales v. Los Angeles Unified School District, et al

Terms and conditions will be available upon the finalization of the agreement. The vote in all these matters was 7 ayes.

ADJOURNMENT

Mr. Melvoin moved to adjourn the meeting in memory of Barbara Elson, a dedicated and accomplished teacher who spent most of her career at Coeur d'Alene Avenue Elementary School. Board President Schmerelson also moved to adjourn in memory of Don Dustin, a retired LAUSD educator and co-founder of the LAUSD All-District Honor Marching Band.

By general consent, the meeting was adjourned at 3:08 p.m.

APPROVED BY THE BOARD:

SCOTT M. SCHMERELSON PRESIDENT	MICHAEL MCLEAN EXECUTIVE OFFICER OF THE BOARD

mg

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

SPECIAL BOARD MEETING MINUTES
Including Closed Session Items
333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd., Pacoima, CA 91331
9:00 a.m., Tuesday, September 16, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Thursday, September 16, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board of Education, called the meeting to order at 9:11 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, Ms. Tanya Ortiz Franklin, and Board President Scott Schmerelson.

Mr. Nick Melvoin arrived at approximately 9:17 a.m.

Ms. Kelly Gonez arrived at approximately 9:20 a.m.

Ms. Karla Griego arrived at approximately 9:22 a.m.

Superintendent Alberto M. Carvalho was also present.

CLOSED SESSION ITEMS (Purpose and Authority)

Mr. McLean announced that the following items would be discussed in closed session:

1. Personnel (Government Code Section 54957)

   Superintendent's Evaluation

PUBLIC COMMENT

The following speakers addressed the Board on the subject indicated:

Tab 1: Personnel

- Jasmine Banks, Vox Collegiate of Los Angeles
- Charla Harris, Learning by Design Charter School
- Elvia Rodriguez, Parent
- Gloria Morales, Grandparent
- Berenice Gallardo, Parent
- Karina Lopez, Parent

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The Board recessed the public portion of the closed session meeting at 9:27 a.m. Closed session discussion began at 9:30 a.m. and ended at 10:48 a.m. The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin, and Board President Schmerelson.

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The Board reconvened the public portion of the closed session meeting at 10:51 a.m.

The following Board Members were present: Dr. Rivas, Mr. Melvoin, Ms. Gonez, Ms. Ortiz Franklin, and Board President Schmerelson.

Ms. Newbill and Ms. Griego were absent.

Mr. McLean announced that there were no reportable actions.

ADJOURNMENT

The meeting was adjourned at 10:52 a.m.

APPROVED BY THE BOARD:

SCOTT M. SCHMERELSON PRESIDENT	MICHAEL A. MCLEAN EXECUTIVE OFFICER OF THE BOARD

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TAB 39

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: 003-25/26, **Version:** 1 **Agenda Date:** 10/14/2025
In Control: Charter Schools Division

24 Charter Petitions for Public Hearing
Charter Schools Division

CATCH Prep Charter High, Inc. (Board District 1, Region South, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 124) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 4120 11th Ave., Los Angeles, CA 90008 (Proposition 39 site).

City Language Immersion Charter (Board District 1, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 432 students (current enrollment 337) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 4001 Venice Blvd., Los Angeles, CA 90019.

ICEF Innovation Los Angeles Charter (Board District 1, Region South, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 370 students (current enrollment 233) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 5029 S. Vermont Ave., Los Angeles, CA 90037.

New Los Angeles Charter (Board District 1, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360 students (current enrollment 316) in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 1919 S. Burnside Ave., Los Angeles, CA 90016.

Stella Middle Charter Academy (Board District 1, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 560 students (current enrollment 473) in grades 5-8 beginning its next term in the 2026-2027 school year, with a proposed location of 4301 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90008.

STEM Preparatory Elementary (Board District 1, Region South, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 370 students (current enrollment 301) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 1374 W. 35th St., Los Angeles, CA 90007.

Camino Nuevo High # 2 (Board District 2, Region East, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students (current enrollment 508) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 3500 W. Temple St. Los Angeles, CA 90004.

Extera Public School No. 2 (Board District 2, Region East, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 245 students (current enrollment 120) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 4112 E. Olympic Blvd., Los Angeles, CA 90023 (Proposition 39 site).

Rise Kohyang Elementary (Board District 2, Region East, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 569 students (current enrollment 285) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 600 S. La Fayette Park Place, Los Angeles, CA 90057.

Matrix for Success Academy (Board District 2 & 5, Region East, Performance Category N/A[1] DASS charter school) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students (current enrollment 246) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 1010 E. 34th St. Los Angeles, CA 90011 and 700 Wilshire Blvd., Suite 400, Los Angeles, CA 90017.

High Tech LA (Board District 3, Region North, Middle Performance) Consideration of the level of support for a renewal conversion independent charter petition requesting to serve up to 415 students (current enrollment 365) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 17111 Victory Blvd., Lake Balboa, CA 91406.

High Tech LA Middle (Board District 3, Region North, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students (current enrollment 252) in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 5041 Sunnyslope Ave., Sherman Oaks, CA 91423 (Proposition 39 site).

Valley International Preparatory (Board District 3, Region Noth, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 400 students (current enrollment 258) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 18827 Roscoe Blvd., Northridge, CA 91324.

ICEF Vista Elementary Academy (Board District 4, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 370 students (current enrollment 272) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 4471 Inglewood Blvd., Los Angeles, CA 90066.

Ingenium Charter Middle (Board District 4, Region North, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 270 students (current enrollment 180) in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 7330 Winnetka Ave., Winnetka, CA 91306 (Proposition 39 site).

[1] Per the CDE, "Dashboard Alternative Schools Status (DASS) charter schools... have their own renewal criteria and are not eligible to be placed in a performance category."

Magnolia Science Academy 4 (Board District 4, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360 students (current enrollment 133) in grades 6-12 beginning its next term in the 2026-2027 school year, with a proposed location of 11330 W. Graham Pl., Rm. B9, Los Angeles, CA 90064 (Proposition 39 site).

Citizens of the World Charter School Mar Vista (Board District 4, Region West, High Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 1,070 students (current enrollment 503) in grades TK-8 beginning its next term in the 2026-2027 school year, with a proposed location of 11561 Gateway Blvd., Los Angeles, CA 90064 and 11518 West Pico Blvd., Los Angeles , CA 90064.

ICEF Vista Middle Academy (Board District 4, Region West, High Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 375 students (current enrollment 193) in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 5456 McConnell Ave., Los Angeles, CA 90066.

Equitas Academy 5 (Board District 5, Region West, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students (current enrollment 181) in grades TK-4 beginning its next term in the 2026-2027 school year, with a proposed location of 1612 W. Pico Blvd., Los Angeles, CA 90015.

PREPA TEC-Los Angeles (Board District 5, Region East, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 388 students (current enrollment 327) in grades 6-8 beginning its next term in the 2026-2027 school year, with a proposed location of 8001 Santa Fe Ave., Walnut Park, CA 90255.

Wallis Annenberg High (Board District 5, Region East, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 600 students (current enrollment 486) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 4000 S. Main St., Los Angeles, CA 90037.

Accelerated Charter Elementary (Board District 5, Region East, High Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 528 students (current enrollment 526) in grades TK-6 beginning its next term in the 2026-2027 school year, with a proposed location of 3914 S. Main St., Los Angeles, CA 90037.

Pacoima Charter Elementary (Board District 6, Region North, Middle Performance) Consideration of the level of support for a renewal conversion independent charter petition requesting to serve up to 1,300 students (current enrollment 831) in grades TK-6 beginning its next term in the 2026-2027 school year, with a proposed location of 11016 Norris Ave., Pacoima, CA 91331.

Valor Academy High (Board District 6, Region North, Middle Performance) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 480 students (current enrollment 495) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 9356 Lemona Ave., North Hills, CA 91343.