



## Board of Education Report

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**File #:** Rep-090-24/25, **Version:** 1

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**Approval of the Renewal Petition for Ednovate - Esperanza College Prep [PUBLIC HEARING]  
November 19, 2024  
Charter Schools Division**

**Action Proposed:**

Approve the renewal petition for Ednovate - Esperanza College Prep (“Charter School”), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 500 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:**

Ednovate - Esperanza College Prep is a 9-12 school currently serving 518 students on a private facility in East Los Angeles at 414 S. Atlantic Boulevard, Los Angeles, CA, 90022 in Board District 2 and Region East. Ednovate - Esperanza College Prep was originally approved by the LAUSD Board of Education on April 12, 2016. 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 Ednovate - Esperanza College Prep expires June 30, 2025.

On August 21, 2024, Ednovate - Esperanza College Prep 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 November 19, 2024

An initial Public Hearing was held on September 10, 2024.

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 Ednovate, Inc. governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A 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.

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 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. (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, 2025.

“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, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of the 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.

**Equity Impact:**

Not applicable

**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 - Ednovate - Esperanza College Prep Data Set

Attachment C - Verified Data Reports

Attachment D - Ednovate - Esperanza College Prep RSM Data

Attachment E - Desegregation Impact Statement

Budget and Petition will be available prior to the board meeting at the following link:

[≤https://drive.google.com/drive/folders/1ZAn2yp7h-gngWA2\\_3ymWVkqxJ6TD1G6a?usp=drive\\_link>](https://drive.google.com/drive/folders/1ZAn2yp7h-gngWA2_3ymWVkqxJ6TD1G6a?usp=drive_link)

**Informatives:**

Not applicable

**Submitted:**

10/22/24

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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ALBERTO M. CARVALHO  
Superintendent

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VERONICA ARREGUIN  
Chief Strategy Officer  
Office of the Chief Strategy Officer

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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DEVORA NAVERA REED  
General Counsel

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JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

\_\_\_ Approved as to form.

**REVIEWED BY:**

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NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

\_\_\_ Approved as to budget impact statement.

**ATTACHMENT A**  
**STAFF ASSESSMENT AND RECOMMENDATION REPORT**  
**RENEWAL PETITION**

Board of Education Report 090-24/25  
November 19, 2024

School Name:	Ednovate – Esperanza College Prep			<b>BOARD IS REQUIRED TO TAKE ACTION BY:  November 19, 2024</b>
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Ednovate, Inc.			
Location Code:	7556			
Type of Site(s):	Private			
Site Address(es):	414 S. Atlantic Boulevard, Los Angeles, CA 90022			
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:	500	
<b>CONSIDERATION:</b>	Renewal			
<b>CDE PERFORMANCE CATEGORY:</b> (PER CDE'S 2024 CLASSIFICATION)	Middle Performing			
<b>STAFF RECOMMENDATION:</b>	Approval for a five (5)-year term (2025-2030)			
<b>PROPOSED BENCHMARKS:</b>	None			

**STAFF ASSESSMENT**

**I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Ednovate – Esperanza College Prep (“Charter School”), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 500 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 likely 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**

	<b>Ednovate – Esperanza College Prep</b>
<b>Initial Authorization:</b>	On April 12, 2016, Ednovate – Esperanza College Prep (formerly named Ednovate USC College Prep, Orange Campus) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
<b>Most Recent Renewal</b>	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 Ednovate – Esperanza College Prep expires June 30, 2025.

	<b>Ednovate – Esperanza College Prep</b>
<b>Approved Material Revisions of Current Charter:</b>	Not applicable
<b>Board Benchmarks in Current Charter Term:</b>	Not applicable
<b>Submission of Renewal Petition Application:</b>	Ednovate – Esperanza College Prep submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	Ednovate – Esperanza College Prep implements its own Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	Ednovate – Esperanza College Prep participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

**B. Charter School Operator**

Ednovate – Esperanza College Prep is operated by Ednovate, Inc., a California nonprofit public benefit corporation that also operates five other LAUSD-authorized charter schools.

**IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

a. Summary

Ednovate – Esperanza College Prep 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.

The charter school’s Distance from Standard (DFS) was lower than the state in Math on the California School Dashboard. However, the charter school provided one year of verified data which demonstrated one year’s progress for Grade 11 and for the Latino student group in Grade 11. The Latino student group for Grades 9, 10, and 12, and the English Learner student group for Grade 9, did not meet one year’s progress. The remaining grade levels for the English Learner student group consisted of less than 11 students, and therefore, could not be reported. A further analysis showed that the charter school’s performance was higher when compared to the performance of Resident Schools Medians (RSM) in both 2022 and 2023 in Math. Please see the attached Ednovate – Esperanza College Prep 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 were 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 Dashboard Performance Levels (colors) based on two years' data are provided.

**Ednovate- Esperanza College Prep 7556 Dashboard Indicators**

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Medium	Not available	Not applicable	Very High	Low
2022-2023	Blue	Yellow	Green	Medium	Not applicable	Blue	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 both 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 both numerically significant student groups.

**Ednovate- Esperanza College Prep - 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	-8.0	Low	-12.2	Higher
Latino	Met	Low	-9.3	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	Low	-5.1	Low	-41.4	Higher

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

**Ednovate- Esperanza College Prep - 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	31.4	39.4	Orange	-13.6	Higher
Latino	Met	Blue	31.4	40.7	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Blue	33.5	38.5	Orange	-42.6	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 in Math, the charter school's DFS was lower than the state for All Students and lower than the state for both 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 both numerically significant student groups.

In order to continue increasing student outcomes in Math, charter school leaders report adopting a new, Common Core-aligned curriculum and collaborating with an outside agency on improving mathematics pedagogy and practice.

### Ednovate- Esperanza College Prep - 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	-107.7	Low	-51.7	Lower
Latino	Met	Low	-109.5	Low	-83.4	Lower
Socioeconomically Disadvantaged	Met	Low	-113.2	Low	-84.0	Lower

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

### Ednovate- Esperanza College Prep - 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	-95.7	12.0	Orange	-49.1	Lower
Latino	Met	Yellow	-95.7	13.8	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Yellow	-96.9	16.3	Yellow	-80.8	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 lower 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.

### Ednovate- Esperanza College Prep - 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	46.7%	Medium	50.3%	Lower

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

### Ednovate- Esperanza College Prep - 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	52.3%	5.6%	Yellow	48.7%	Higher

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

f. College/Career Indicator

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023, the charter school’s Status Level of 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 schoolwide and for both numerically significant student groups.

### Ednovate- Esperanza College Prep - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	Medium	53.4%	Medium	43.9%	Higher
Latino	Medium	52.5%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	52.5%	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

Not applicable

h. Graduation Indicator [HS only]

In 2022 and 2023, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Ednovate – Esperanza College Prep’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.

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.”

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022 and 2022-2023 have not been published by the state.

l. 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 Ednovate – Esperanza College Prep outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</i>
2023-2024	<i>Accomplished</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</i>
2023-2024	<i>Proficient</i>
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</i>
2023-2024	<i>Accomplished</i>
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</i>
2023-2024	<i>Accomplished</i>
Concerns	No unresolved issues pending

## VI. VERIFIED DATA

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

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

### ELA

Charter School provided data for Reading from “Star Assessment by Renaissance, Grades K-12” (Star) *Star Growth Report* for 2023-2024 for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups<sup>1</sup>: Latino and English Learner students. Star 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 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. Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Reading (ELA) reported 120 of 122 (98%) students were assessed in Grade 9, 135 of 135 (100%) students were assessed in Grade 10, 124 of 124 (100%) students were assessed in Grade 11, and 124 of 124 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for Grades 9, 10, 11, and 12.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” For Reading, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 50 to demonstrate one year’s growth with at least 50% of its students achieving the target. Therefore, based on Star’s SGP range, Charter School met a year’s progress for Grade 9, Grade 10, and Grade 12 in Reading in 2023-2024. Grade 11 did not meet one year’s progress based on the SGP set at 50. This assessment only reports by grade levels.

As seen in the table below, Charter School provided the most recent data for two student groups by grade level. The Latino student group demonstrated one year’s progress in Grade 9, Grade 10, and Grade 12 based on Star’s SGP range set at 50 in 2023-2024, and the English Learner student group demonstrated one year’s progress in Grade 9 also based on Star’s SGP range set at 50 in 2023-2024. The Latino student group did not demonstrate one year’s progress in Grade 11.

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<sup>1</sup> Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., “English Learner” is labeled as “Limited English Proficiency” on the Star Renaissance Growth reports).

Star Reading 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Reading: Percent of Students that Met SGP Expectation = 50	One Year's Progress
Grade 9 – Latino	119/121	98%	53.78%	Met
Grade 10 – Latino	129/129	100%	57.36%	Met
Grade 11 – Latino	123/123	100%	30.08%	Not Met
Grade 12 - Latino	124/124	100%	57.25%	Met
Grade 9 – English Learner	14/14	100%	57.14%	Met
Grade 10 – English Learner	*	*	*	*
Grade 11 – English Learner	*	*	*	*
Grade 12 – English Learner	*	*	*	*

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

In addition, Ednovate – Esperanza College Prep submitted Star Renaissance Growth Reports for Reading for two prior years. However, these reports did not meet one or more verified data criteria to be considered.

**MATH**

Charter School provided data for Math from “Star Assessment by Renaissance, Grades K-12” (Star) *Star Growth Report* for 2023-2024 for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups<sup>2</sup>: Latino and English Learner students. Star 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 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. Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Math reported 118 of 122 (97%) students were assessed in Grade 9, 135 of 135 (100%) students were assessed in Grade 10, 124 of 124 (100%) students were assessed in Grade 11, and 124 of 124 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for Grades 9, 10, 11, and 12.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” For Math, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 50 to demonstrate one year’s growth with at least 50% of its students achieving the target. Therefore, based on Star’s SGP range, Charter School met a year’s progress for Grade 11 in Math in 2023-2024. Grade 9,

<sup>2</sup> Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., “English Learner” is labeled as “Limited English Proficiency” on the Star Renaissance Growth reports).

Grade 10, and Grade 12 did not meet one year’s progress based on the SGP set at 50. This assessment only reports by grade levels.

As seen in the table below, Charter School provided the most recent data for two student groups by grade level. The Latino student group demonstrated one year’s progress for Grade 11 based on Star’s SGP range set at 50 in 2023-2024. The Latino student group for Grade 9, Grade 10 and Grade 12 and the English Learner student group for Grade 9 did not demonstrate one year’s progress based on Star’s SGP range set at 50 in 2023-2024.

<b>Star Math 2023-2024</b>				
<b>Student Groups</b>	<b>Summary Tested Student/ Total Students</b>	<b>Participation Rate</b>	<b>Math: Percent of Students that Met SGP Expectation = 50</b>	<b>One Year’s Progress</b>
Grade 9 – Latino	117/121	97%	35.89%	Not Met
Grade 10 – Latino	129/129	100%	45.73%	Not Met
Grade 11 – Latino	123/123	100%	55.28%	Met
Grade 12 - Latino	124/124	100%	25.00%	Not Met
Grade 9 – English Learner	14/14	100%	35.71%	Not Met
Grade 10 – English Learner	*	*	*	*
Grade 11 – English Learner	*	*	*	*
Grade 12 – English Learner	*	*	*	*

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

In addition, Ednovate – Esperanza College Prep submitted Star Renaissance Growth Reports for Reading for two prior years. However, these reports did not meet one or more verified data criteria to be considered.

Based on the review and consideration of verified data, Ednovate – Esperanza College Prep included one year of data including grade levels 9, 10, 11, and 12 and student group reports for Latino and English Learner students for both ELA and Math. In 2023-2024, Ednovate – Esperanza College Prep met the 95 percent participation rate for Grades 9, 10, 11, and 12. Ednovate – Esperanza College Prep did not submit a report for the Socioeconomically Disadvantaged student group.

**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 verified data provided by the charter school, staff determined that the school’s performance in Math requires further review.

Based on the charter school’s performance on the 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).<sup>3</sup>

As indicated in the tables below, when comparing the school to the Resident School Medians, Ednovate – Esperanza College Prep data indicates that its student performance on the California School Dashboard in 2022 and 2023 was higher than the RSM for all students and for both numerically significant student groups in Math.

Resident Schools Analysis

Ednovate - Esperanza College Prep 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	103	Low	-107.7	2,896	Very Low	-131.1	Higher
Latino	101	Low	-109.5	2,833	Very Low	-131.1	Higher
Socioeconomically Disadvantaged	91	Low	-113.2	2,793	Very Low	-132.0	Higher

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Ednovate - Esperanza College Prep 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	121	Yellow	-95.7	2,837	Orange	-108.0	Higher
Latino	121	Yellow	-95.7	2,760	Orange	-109.8	Higher
Socioeconomically Disadvantaged	104	Yellow	-96.9	2,048	Orange	-108.5	Higher

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

**VIII. FISCAL MANAGEMENT AND PERFORMANCE**

a. Fiscal Condition

Ednovate – Esperanza College Prep’s fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

<sup>3</sup> 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.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$816,005	\$2,800,888	\$4,229,954	\$4,881,974	\$5,547,225
Net Income/Loss*	\$602,115	\$1,984,883	\$1,429,066	\$652,020	\$665,251
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment*	319	467	490	494	506

\*The Norm Enrollment reported by Ednovate – Esperanza College Prep for Fiscal Year 2024-2025 is 518. CSD staff will continue to monitor Charter School’s enrollment in accordance with established procedures and will take appropriate actions to ensure Charter School’s alignment with the approved capacity.

- b. 2022-2023 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.

<b>Ednovate, Inc.</b>					
<b>Source: Independent Audit Report for the Year Ending June 30, 2023</b>					
<b># of Charter Schools</b>		<b><u>Including</u> related parties and charter schools</b>		<b><u>Excluding</u> related parties and charter schools</b>	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
7	6	\$25,965,459	\$3,353,473	\$8,067,795	\$109,884

# Ednovate - Esperanza College Prep

## Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. 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. A double dash "--" means that data is not currently available. 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.

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison		
E	2	7556	Ednovate - Esperanza College Prep	All Students	104	-8.0	Low	-12.2	Low	Higher	121	Blue	31.4	39.4	Increased Significantly	Orange	-13.6	-1.4	Maintained	Higher		
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	0	--	--	-57.7	Low	--	0	--	--	--	--	--	--	Orange	-59.6	-2	Maintained	--
				English Learner	23	-70.7	No Performance Level	-61.2	Low	--	22	No Color	-43.1	27.6	Increased Significantly	Orange	-67.7	-6.5	Declined	--		
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	0	--	--	-85.6	Very Low	--	0	--	--	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	--	-62.9	Low	--	0	--	--	--	--	--	--	Orange	-67.9	-5	Declined	--
				Latino	102	-9.3	Low	-38.6	Low	Higher	121	Blue	31.4	40.7	Increased Significantly	Orange	-40.2	-1.7	Maintained	Higher		
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	91	-5.1	Low	-41.4	Low	Higher	104	Blue	33.5	38.5	Increased Significantly	Orange	-42.6	-1.2	Maintained	Higher		
				Students with Disabilities	22	-95.0	No Performance Level	-97.3	Very Low	--	14	No Color	-15.1	79.9	Increased Significantly	Red	-96.3	1.8	Maintained	--		
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	--	--	Green	24.3	-0.8	Maintained	--
White	*	-	No Performance Level	21.9	High	--	0	--	--	--	--	--	--	Green	20.8	-1.2	Maintained	--				

Participation Rate Report below displays the percent of students tested by content area. 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).

	ELA Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	100%	--	--	--	100%	--	--	--	100%	--	100%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	--	--	Yes	--	--	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	--	100%	--	--	--	100%	--	100%	100%	--	100%
Participation Rate Met 2023	Yes	--	--	--	Yes	--	--	--	Yes	--	Yes	Yes	--	Yes

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Ednovate - Esperanza College Prep

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. 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. A double dash "--" means that data is not currently available. 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.

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison		
E	2	7556	Ednovate - Esperanza College Prep	All Students	103	-107.7	Low	-51.7	Low	Lower	121	Yellow	-95.7	12.0	Increased	Orange	-49.1	2.6	Maintained	Lower		
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	0	--	--	-106.9	Very Low	--	0	--	--	0	--	--	--	Red	-104.5	2.6	Maintained	--
				English Learner	23	-179.9	No Performance Level	-92.0	Low	--	22	No Color	-160.1	19.8	Increased Significantly	Orange	-93.4	-1.4	Maintained	--		
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	0	--	--	-126.3	Very Low	--	0	--	--	0	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	0	--	--	0	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	101	-109.5	Low	-83.4	Low	Lower	121	Yellow	-95.7	13.8	Increased	Orange	-80.8	2.6	Maintained	Lower		
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	91	-113.2	Low	-84.0	Low	Lower	104	Yellow	-96.9	16.3	Increased Significantly	Yellow	-80.8	3.2	Increased	Lower		
				Students with Disabilities	21	-201.3	No Performance Level	-130.8	Very Low	--	14	No Color	-183.9	17.4	Increased Significantly	Orange	-127.3	5.5	Increased	--		
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
White	*	-	No Performance Level	-13.4	Medium	--	0	--	--	--	--	--	--	Yellow	-11.1	2.3	Maintained	--				

Participation Rate Report below displays the percent of students tested by content area. 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).

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	--	--	--	100%	--	--	--	99%	--	100%	95%	--	100%
Participation Rate Met 2022 *	Yes	--	--	--	Yes	--	--	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	--	100%	--	--	--	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	--	Yes	--	--	--	Yes	--	Yes	Yes	--	--

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Ednovate - Esperanza College Prep

## 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. 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 (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. 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. A double dash "--" means that data is not currently available.

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

English Learner Progress Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School				2023 State					
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
E	2	7556	Ednovate - Esperanza College Prep	English Learner	45	46.7%	Medium	50.3%	Medium	Lower	44	Green	52.3%	5.6%	Increased	Yellow	48.7%	-1.6%	Maintained	Higher

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.

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	50	50	100.0%	Yes
2023	45	44	100.0%	Yes

Note: 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).

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

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		State
Ednovate - Esperanza College Prep		
ELs Who Progressed at Least One ELPI Level	42.2%	47.5%
ELs Who Maintained ELPI Level 4	4.4%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	24.4%	31.4%
ELs Who Decreased at Least One ELPI Level	28.9%	18.3%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		State
Ednovate - Esperanza College Prep		
ELs Who Progressed at Least One ELPI Level	53.5%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	30.2%	32.7%
ELs Who Decreased at Least One ELPI Level	16.3%	18.6%

# Ednovate - Esperanza College Prep

## Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are included in the calculations of the CCI rate. 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 (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. 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. A double dash "--" means that data is not currently available.

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 - CA School Dashboard Indicator										
RG	BD	Loc Code	School	Student Group	Number of Students with Scores	School 2023 percentage of prepared students	School 2023 Status Level	State 2023 percentage of prepared students	State 2023 Status Level	School to State CCI Comparison
E	2	7556	Ednovate - Esperanza College Prep	All Students	103	53.4%	Medium	43.9%	Medium	Higher
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	0	--	--	75.8%	Very High	--
				Black or African American	0	--	--	25.1%	Low	--
				English Learner	18	27.8%	Low	15.3%	Low	--
				Filipino	0	--	--	65.2%	High	--
				Foster Youth	0	--	--	11.6%	Low	--
				Homeless Youth	0	--	--	20.4%	Low	--
				Latino	101	52.5%	Medium	35.5%	Medium	Higher
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	99	52.5%	Medium	35.4%	Medium	Higher
				Students with Disabilities	22	4.5%	Very Low	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	*	--	No Status Level	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

# Ednovate - Esperanza College Prep

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. 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. A double dash "--" means that data is not currently available.

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

Suspension Rate Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
E	2	7556	Ednovate - Esperanza College Prep	All Students	493	0.6%	Low	3.1%	Medium	Lower	505	Yellow	1.2%	0.6%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	0	--	--	7.9%	High	--	0	--	--	--	--	Red	8.8%	0.9%	Increased	--
				English Learner	70	0.0%	Very Low	3.2%	Medium	Lower	48	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	0	--	--	5.5%	High	--	0	--	--	--	--	Orange	6.5%	1.0%	Increased	--
				Latino	490	0.6%	Low	3.3%	Medium	Lower	497	Yellow	1.2%	0.6%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	434	0.7%	Low	4.0%	Medium	Lower	450	Yellow	1.3%	0.6%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	80	0.0%	Very Low	5.4%	High	Lower	84	Yellow	1.2%	1.2%	Increased	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	0	--	--	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--				

Data Sources: California School Dashboard Research data files 2023

# Ednovate - Esperanza College Prep

## 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. 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 2023 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2023) as well as students from the prior cohort (Class of 2022) who graduated in their fifth year of high school in 2022-23. Current and prior year data is compared to see whether a school made improvement (i.e., had a higher rate of graduation in 2023 than it did in 2022) or experienced a decline. Results will fall into one of five levels, ranging from "Increased Significantly" to "Declined Significantly." Combining current year data and its comparison with prior year data, will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. 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. A double dash "--" means that data is not currently available.

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

Graduation Rate Indicator - CA School Dashboard Indicator																						
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of graduated students	School 2022 Status Level	State 2022 Percentage of graduated students	State 2022 Status Level	School to State Graduated Students Comparison	Number of Students	School 2023 Performance Level (color)	School 2023 Percentage of graduated students	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Percentage of graduated students	State 2023 Change	State 2023 Change Level	School to State Graduated Students Comparison		
E	2	7556	Ednovate - Esperanza College Prep	All Students	128	96.9%	Very High	87.4%	Medium	Higher	104	Blue	98.1%	1.2%	Increased	Orange	86.4%	1.0%	Declined	Higher		
				American Indian or Alaska Native	0	--	--	79.6%	Low	--	0	--	--	--	--	--	--	Orange	79.6%	-0.1%	Maintained	--
				Asian	0	--	--	95.2%	Very High	--	0	--	--	--	--	--	--	Green	94.5%	-0.7%	Maintained	--
				Black or African American	0	--	--	79.5%	Low	--	0	--	--	--	--	--	--	Orange	78.5%	1.0%	Declined	--
				English Learner	17	94.1%	No Performance Level	73.3%	Low	--	19	No Color	100.0%	5.9%	Increased Significantly	Orange	73.5%	0.2%	Maintained	--		
				Filipino	0	--	--	95.5%	Very High	--	0	--	--	--	--	--	--	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	*	--	No Performance Level	64.1%	Very Low	--	0	--	--	--	--	--	--	Red	63.2%	-0.8%	Maintained	--
				Homeless Youth	0	--	--	74.4%	Low	--	0	--	--	--	--	--	--	Orange	73.7%	-0.7%	Maintained	--
				Latino	128	96.9%	Very High	85.3%	Medium	Higher	102	Blue	98.0%	1.2%	Increased	Orange	84.2%	1.0%	Declined	Higher		
				Native Hawaiian or Pacific Islander	0	--	--	85.2%	Medium	--	0	--	--	--	--	--	--	Yellow	84.6%	-0.7%	Maintained	--
				Socioeconomically Disadvantaged	124	96.8%	Very High	85.1%	Medium	Higher	100	Blue	98.0%	1.2%	Increased	Orange	83.7%	1.4%	Declined	Higher		
				Students with Disabilities	25	96.0%	Very High	75.2%	Low	--	22	No Color	100.0%	4.0%	Increased	Orange	72.7%	2.5%	Declined	--		
				Two or More Races	0	--	--	89.6%	Medium	--	0	--	--	--	--	--	--	Orange	88.6%	1.0%	Declined	--
White	0	--	--	90.8%	High	--	*	No Color	--	--	--	No Change Level	Orange	89.8%	1.0%	Declined	--					

Data Sources: California School Dashboard Research data files 2023

# Ednovate - Esperanza College Prep

## Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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.

2023-2024 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	2	7556	Ednovate - Esperanza College Prep	505	80.6%	0.0%	0.2%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%	98.8%	0.0%	0.0%	0.2%	86.9%	16.4%	0.2%	0.6%
Statewide				5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
Los Angeles Unified				529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	2	7556	Ednovate - Esperanza College Prep	494	76.3%	0.0%	0.2%	0.0%	0.0%	9.3%	0.0%	0.0%	0.0%	98.6%	0.0%	0.0%	0.0%	84.0%	16.6%	0.2%	1.0%
Statewide				5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
Los Angeles Unified				538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

# Ednovate - Esperanza College Prep

## RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

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.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
E	2	7556	Ednovate - Esperanza College Prep	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Language Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

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

# Ednovate - Esperanza College Prep

## 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.

RG	BD	Loc Code	School	English Learners	2022-2023				2023-2024			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
E	2	7556	Ednovate - Esperanza College Prep	LTEL 6+ Years	28	8.8%	226,535	11.1%	21	6.7%	211,218	18.1%
				At-Risk 4-5 Years	1	0.3%	144,190	7.1%	1	0.3%	136,190	9.6%
				EL 0-3 Years	2	0.6%	505,487	24.8%	2	0.6%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	15	4.7%	236,323	11.6%	15	4.8%	207,773	10.4%
				EL total	46	14.4%	1,112,535	54.5%	39	12.5%	1,074,833	53.8%
				RFEP	273	85.6%	927,723	45.5%	273	87.5%	924,460	46.2%
				Total (Ever)	319	100.0%	2,040,258	100.0%	312	100.0%	1,999,293	100.0%

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

# Ednovate - Esperanza College Prep

## 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. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). 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.

**2023-2024 Special Education Enrollment**

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	7556	Ednovate - Esperanza College Prep	505	83	16.4%
Statewide				5,837,690	799,980	13.7%
Los Angeles Unified				529,902	79,906	14.8%

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	7556	Ednovate - Esperanza College Prep	494	82	16.6%
Statewide				5,852,544	765,169	13.1%
Los Angeles Unified Los Angeles Unified				538,295 538,295	75,995 75,995	14.1% 14.1%

**2023-2024 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	2	7556	Ednovate - Esperanza College Prep	91.6%	8.4%	3	0	0	2	0	1	1	0	17	0	56	3	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	2	7556	Ednovate - Esperanza College Prep	89.0%	11.0%	6	0	0	1	0	1	1	0	15	0	54	4	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

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).

School **Ednovate - Esperanza College Prep** Classes **73 Classes** Demographics **All Demographics** Scale **Star Unified Scale** Benchmark Type **State**

Grade

**9**

**Score Definitions**

**SGP:** Student Growth Percentile [↗](#)

**ZPD:** Z one of Proximal Development [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**EST. ORF:** Estimated Oral Reading Fluency [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**IRL:** Instructional Reading Level [↗](#)

**Star Reading**

**Summary (120 of 122 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
64	53	Pretest	1063	6.0	17	29.9	5.7	-
		Posttest	1073	6.4	16	29.4	6.2	-
		<b>Change</b>	<b>10</b>	<b>0.4</b>	<b>-1</b>	<b>-0.5</b>	<b>0.5</b>	-

<sup>a</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

<sup>b</sup>The test was completed in a long period of time.

Grade

**10**

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**ZPD:** Zone of Proximal Development [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**EST. ORF:** Estimated Oral Reading Fluency [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**IRL:** Instructional Reading Level [↗](#)

**Star Reading**

**Summary (135 of 135 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
78	56	Pretest	1088	7.0	23	34.1	6.9	-
		Posttest	1103	7.7	26	36.6	7.6	-
		<b>Change</b>	<b>15</b>	<b>0.7</b>	<b>3</b>	<b>2.5</b>	<b>0.7</b>	-

<sup>a</sup> Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

<sup>b</sup> The test was completed in a long period of time.

**Score****Definitions****SGP:** Student Growth Percentile [↗](#)**ZPD:** Zone of Proximal Development [↗](#)**GE:** Grade Equivalent [↗](#)**NCE:** Normal Curve Equivalent [↗](#)**EST. ORF:** Estimated Oral Reading Fluency [↗](#)**SS:** Scaled Score [↗](#)**PR:** Percentile Rank [↗](#)**IRL:** Instructional Reading Level [↗](#)**Star Reading****Summary (124 of 124 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
37	33	Pretest	1083	6.8	19	31.5	6.7	-
		Posttest	1047	5.4	14	27.4	5.0	-
		<b>Change</b>	<b>-36</b>	<b>0</b>	<b>-5</b>	<b>-4.1</b>	<b>-1.7</b>	<b>-</b>

<sup>a</sup> Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.<sup>b</sup> The test was completed in a long period of time.

**Score****Definitions****SGP:** Student Growth Percentile [↗](#)**ZPD:** Zone of Proximal Development [↗](#)**GE:** Grade Equivalent [↗](#)**NCE:** Normal Curve Equivalent [↗](#)**EST. ORF:** Estimated Oral Reading Fluency [↗](#)**SS:** Scaled Score [↗](#)**PR:** Percentile Rank [↗](#)**IRL:** Instructional Reading Level [↗](#)**Star Reading****Summary (124 of 124 Students)**

<b>SGP (Expectation = 50)</b>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
71	55	Pretest	1095	7.3	22	33.4	7.2	-
		Posttest	1093	7.2	20	32	7.1	-
		<b>Change</b>	<b>-2</b>	<b>0</b>	<b>-2</b>	<b>-1.5</b>	<b>-0.1</b>	<b>-</b>

<sup>a</sup> Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.<sup>b</sup> The test was completed in a long period of time.

School **Ednovate - Esperanza College Prep** Classes **73 Classes** Any Characteristics **Latinx** Scale **Star Unified Scale** Benchmark Type **State**

Grade

**9**

**Score Definitions**

**SGP:** Student Growth Percentile [↗](#)

**ZPD:** Z one of Proximal Development [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**EST. ORF:** Estimated Oral Reading Fluency [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**IRL:** Instructional Reading Level [↗](#)

**Star Reading**

**Summary (119 of 121 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
64	53	Pretest	1063	6.0	17	30	5.7	-
		Posttest	1073	6.4	17	29.6	6.2	-
		<b>Change</b>	<b>10</b>	<b>0.4</b>	<b>0</b>	<b>-0.4</b>	<b>0.5</b>	-

<sup>a</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

<sup>b</sup>The test was completed in a long period of time.

Grade

**10**

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**ZPD:** Zone of Proximal Development [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**EST. ORF:** Estimated Oral Reading Fluency [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**IRL:** Instructional Reading Level [↗](#)

**Star Reading**

**Summary (129 of 129 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
74	56	Pretest	1087	6.9	22	34	6.8	-
		Posttest	1103	7.7	26	36.5	7.6	-
		<b>Change</b>	<b>16</b>	<b>0.8</b>	<b>4</b>	<b>2.5</b>	<b>0.8</b>	-

<sup>a</sup> Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

<sup>b</sup> The test was completed in a long period of time.

Grade

**11**

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**ZPD:** Zone of Proximal Development [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**EST. ORF:** Estimated Oral Reading Fluency [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**IRL:** Instructional Reading Level [↗](#)

**Star Reading**

**Summary (123 of 123 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
37	33	Pretest	1084	6.8	19	31.6	6.7	-
		Posttest	1048	5.4	14	27.6	5.0	-
		<b>Change</b>	<b>-36</b>	<b>0</b>	<b>-5</b>	<b>-4</b>	<b>-1.7</b>	<b>-</b>

<sup>a</sup> Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

<sup>b</sup> The test was completed in a long period of time.

**Score****Definitions****SGP:** Student Growth Percentile [↗](#)**ZPD:** Zone of Proximal Development [↗](#)**GE:** Grade Equivalent [↗](#)**NCE:** Normal Curve Equivalent [↗](#)**EST. ORF:** Estimated Oral Reading Fluency [↗](#)**SS:** Scaled Score [↗](#)**PR:** Percentile Rank [↗](#)**IRL:** Instructional Reading Level [↗](#)**Star Reading****Summary (124 of 124 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
71	55	Pretest	1095	7.3	22	33.4	7.2	-
		Posttest	1093	7.2	20	32	7.1	-
		<b>Change</b>	<b>-2</b>	<b>0</b>	<b>-2</b>	<b>-1.5</b>	<b>-0.1</b>	<b>-</b>

<sup>a</sup> Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.<sup>b</sup> The test was completed in a long period of time.

RENAISSANCE® **Star Growth Report**  
**Star Reading**

School **Ednovate - Esperanza College Prep** Classes **73 Classes** Any Characteristics **Limited English Proficiency (LEP)** Scale **Star Unified Scale** Benchmark Type **State**

Grade

**9**

**Score Definitions**

**SGP:** Student Growth Percentile [↗](#)

**ZPD:** Z one of Proximal Development [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**EST. ORF:** Estimated Oral Reading Fluency [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**IRL:** Instructional Reading Level [↗](#)

**Star Reading**

**Summary (14 of 14 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
8	52	Pretest	982	3.7	3	10.3	3.6	-
		Posttest	1005	4.2	4	12.5	4.0	-
		<b>Change</b>	<b>23</b>	<b>0.5</b>	<b>1</b>	<b>2.2</b>	<b>0.4</b>	-

<sup>a</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

<sup>b</sup>The test was completed in a long period of time.

Grade

**10**

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**ZPD:** Zone of Proximal Development [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**EST. ORF:** Estimated Oral Reading Fluency [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**IRL:** Instructional Reading Level [↗](#)

**Star Reading**

**Summary ( [REDACTED] )**

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
█	█	█	█	█	█	█	█	█
		█	█	█	█	█	█	█
		█	█	█	█	█	█	█

<sup>a</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**ZPD:** Zone of Proximal Development [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**EST. ORF:** Estimated Oral Reading Fluency [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**IRL:** Instructional Reading Level [↗](#)

**Star Reading**

**Summary ( [REDACTED] )**

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
█	█	█	█	█	█	█	█	█
		█	█	█	█	█	█	█
		█	█	█	█	█	█	█

<sup>a</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

Grade

**12**

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**ZPD:** Zone of Proximal Development [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**EST. ORF:** Estimated Oral Reading Fluency [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**IRL:** Instructional Reading Level [↗](#)

**Star Reading**

**Summary ( [REDACTED] )**

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF <sup>a</sup>
Met Expectations	Median							
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

<sup>a</sup>Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

School **Ednovate - Esperanza College Prep** Classes **73 Classes** Demographics **All Demographics** Scale **Star Unified Scale** Benchmark Type **State**

Grade

**9**

**Score Definitions**

**SGP:** Student Growth Percentile [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**Star Math**

**Summary (118 of 122 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
43	43	Pretest	1064	6.4	30	39.2
		Posttest	1074	6.7	28	37.5
		<b>Change</b>	<b>10</b>	<b>0.3</b>	<b>-2</b>	<b>-1.6</b>

Grade

**10**

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**Star Math**

**Summary (135 of 135 Students)**

SGP ( <i>Expectation = 50</i> )		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
61	46	Pretest	1092	7.6	45	47.3
		Posttest	1097	7.9	40	44.4
		<b>Change</b>	<b>5</b>	<b>0.3</b>	<b>-5</b>	<b>-2.9</b>

Grade

**11**

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**Star Math**

**Summary (124 of 124 Students)**

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
69	57	Pretest	1091	7.5	36	42.3
		Posttest	1096	7.8	35	42
		<b>Change</b>	<b>5</b>	<b>0.3</b>	<b>-1</b>	<b>-0.3</b>

Grade

**12**

**Score Definitions**

**SGP:** Student Growth Percentile [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**Star Math**

**Summary (124 of 124 Students)**

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
31	28	Pretest	1090	7.5	32	40.2
		Posttest	1057	6.1	18	30.4
		<b>Change</b>	<b>-33</b>	<b>0</b>	<b>-14</b>	<b>-9.8</b>

School **Ednovate - Esperanza College Prep** Classes **73 Classes** Any Characteristics **Latinx** Scale **Star Unified Scale** Benchmark Type **State**

Grade

**9**

**Score Definitions**

**SGP:** Student Growth Percentile [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**Star Math**

**Summary (117 of 121 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
42	42	Pretest	1063	6.3	30	39
		Posttest	1073	6.7	27	37.3
		<b>Change</b>	<b>10</b>	<b>0.4</b>	<b>-3</b>	<b>-1.7</b>

Grade

**10**

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**Star Math**

**Summary (129 of 129 Students)**

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
59	46	Pretest	1092	7.6	45	47.3
		Posttest	1096	7.8	39	44.3
		<b>Change</b>	<b>4</b>	<b>0.2</b>	<b>-6</b>	<b>-3</b>

Grade

**11**

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**Star Math**

**Summary (123 of 123 Students)**

SGP ( <i>Expectation = 50</i> )		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
68	56	Pretest	1091	7.5	36	42.2
		Posttest	1096	7.8	35	41.9
		<b>Change</b>	<b>5</b>	<b>0.3</b>	<b>-1</b>	<b>-0.3</b>

Grade

**12**

**Score Definitions**

**SGP:** Student Growth Percentile [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**Star Math**

**Summary (124 of 124 Students)**

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
31	28	Pretest	1090	7.5	32	40.2
		Posttest	1057	6.1	18	30.4
		<b>Change</b>	<b>-33</b>	<b>0</b>	<b>-14</b>	<b>-9.8</b>

School **Ednovate - Esperanza College Prep** Classes **73 Classes** Any Characteristics **Limited English Proficiency (LEP)** Scale **Star Unified Scale** Benchmark Type **State**

Grade

**9**

**Score Definitions**

**SGP:** Student Growth Percentile [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**Star Math**

**Summary (14 of 14 Students)**

<i>SGP (Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
5	36	Pretest	1021	5.1	14	27.2
		Posttest	1031	5.4	11	24.6
		<b>Change</b>	<b>10</b>	<b>0.3</b>	<b>-3</b>	<b>-2.6</b>



Grade

**11**

**Score**

**Definitions**

**SGP:** Student Growth Percentile [↗](#)

**GE:** Grade Equivalent [↗](#)

**NCE:** Normal Curve Equivalent [↗](#)

**SS:** Scaled Score [↗](#)

**PR:** Percentile Rank [↗](#)

**Star Math**

**Summary ( [REDACTED] )**

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
█	█	█	█	█	█	█
		█	█	█	█	█
		█	█	█	█	█



## ATTACHMENT D Ednovate - Esperanza College Prep

### Academic Performance Medians- Math

This report shows the performance for the Math academic indicator on the California School Dashboard for All Students and numerically significant student groups in 2021-2022 and 2022-2023. It displays the DFS/Status, the Status Level for 2022, and the Performance Level (color) for 2023. 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 on the Dashboard, however no Performance Level (color) will be reported. A double dash '--' means that data is not currently available. 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.

Ednovate - Esperanza College Prep 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	103	Low	-107.7	2,896	Very Low	-131.1	Higher
Latino	101	Low	-109.5	2,833	Very Low	-131.1	Higher
Socioeconomically Disadvantaged	91	Low	-113.2	2,793	Very Low	-132.0	Higher

Ednovate - Esperanza College Prep 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	121	Yellow	-95.7	2,837	Orange	-108.0	Higher
Latino	121	Yellow	-95.7	2,760	Orange	-109.8	Higher
Socioeconomically Disadvantaged	104	Yellow	-96.9	2,048	Orange	-108.5	Higher